



THE

ATA

THE BOHEMIAN WAXWING
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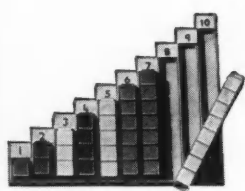
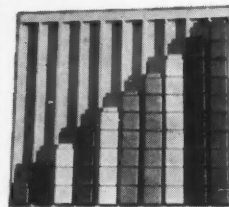
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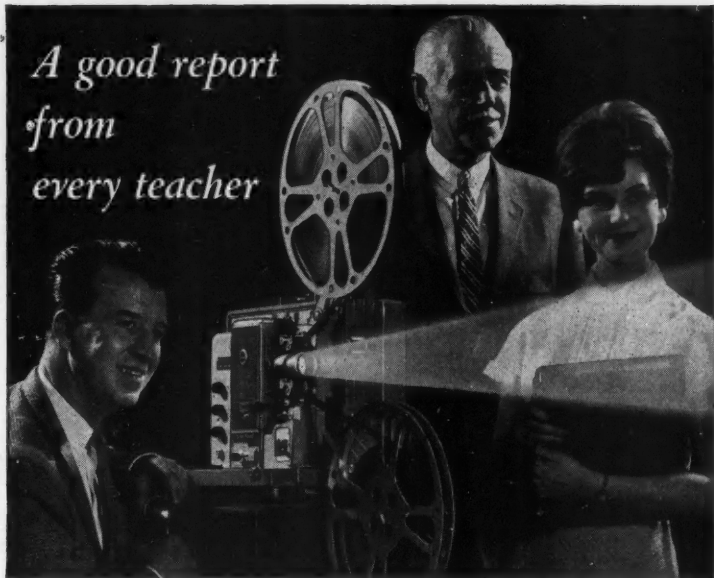
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This month's color cover is the first of several in a "Birds of Alberta" series. The picture was taken with a 135 mm. lens by Professor Cy Hampson of the Faculty of Education, University of Alberta, noted conservationist and wildlife photographer. See page 19 for his story of the Bohemian waxwing.



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THE ATA MAGAZINE

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Volume 41 Number 1

September, 1960

the **ATA** magazine

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We Said

On August 5 last, The Alberta Teachers' Association presented the Department of Education with a brief dealing with various aspects of the report of the Cameron Commission. The brief, the product of several months of intensive study of the report by the Association's Curriculum Committee and the Executive Council, covered some 28 recommendations contained in the report, dealing with teacher education, curriculum, accreditation, research, examinations, and a central registry for teachers.

On the subject of teacher education, the Association suggests that there are two aspects: a program leading to certification, and efforts to assist teachers to improve instruction and keep abreast of the latest educational developments while in service. We believe that entrance to the Faculty of Education, University of Alberta should be equivalent to entrance into other faculties and that proper professional preparation for the classroom requires four years of university education. Recommended also are that a plan for screening applicants for the teaching profession be established and that present practice teaching requirements be substantially increased with emphasis on a program of internship.

The Association assumes major responsibility for inservice education programs for teachers. Evidence of our concern for improving the quality of teaching can be found in our program of scholarships and loans to teachers and students who wish to increase their professional education. Other leadership functions provided by our organization include the publication of two series of monographs on improvement of instruction and problems in education, the maintenance of a professional library, the provision of consultative services to groups of teachers undertaking inservice education programs,

the establishment of specialist councils in various subject areas so as to improve teaching practices, and the initiation of a program of induction ceremonies to acquaint new teachers with their professional responsibilities.

We have again recommended that the function of the General Curriculum Committee of the Department of Education should be that of advising the Minister of Education on the aims and objectives of education. It is strongly urged that curriculum guides be confined to the prescribed objectives and content of courses and that methods of instruction be left to teachers.

We have requested representation for the Association on any committee established to study problems connected with accreditation. The Department has been informed that the Association has established a committee which is presently conducting an exhaustive study on school accreditation.

On the subject of research, we recommend that the government gradually increase its grant to the Alberta Advisory Committee on Educational Research until it reaches a total equal to two-tenths of one percent of the total provincial education bill. If this formula were adopted at the present time, the grant to the AACER would be approximately \$200,000 a year.

The Association has also recommended that the Department of Education establish a bureau of tests and standards to develop Alberta norms for achievement tests, to stabilize and control departmental examinations in Grades IX and XII, and to gather and process various types of educational statistics. At present, for example, nobody knows the holding power of Alberta schools, nor is there accurate information on the failure rate in our schools below the Grade IX level.

The Association believes that it should maintain a central registry for teachers and have available the basic statistical information concerning the teaching force of any year. It believes that there is much needless duplication of information required of teachers at present, which could and should be eliminated by a registry operated by the Association.

Professionalism

S. C. T. CLARKE

AS Max Learner said, "Men possess thoughts, but ideas possess men." When people have a concept of the principalship, they tend to expect certain actions or behavior from the principal. The concept is like a "picture in the mind"—it includes certain similarities and certain differences which relate it to other concepts, and it includes a set of associations. Two current concepts of the principalship are delineated and discussed below.

Managerial concept

It is only natural that people think in terms with which they are familiar. Those who hold the managerial concept of the principalship borrow their ideas from business and industry. Consider this analogy: a board of directors (school board), general manager (superintendent), plant managers (principals), foremen (department heads). Consider also the similarity of terms in "school board" and "board of directors", and consider the slang term for a school as a "brain factory". Persons who have this concept of school adminis-

tration hold that it is the business of management to manage and of teachers to teach. As one trustee put it: if you want to know the relationship between teachers and the school administration, look up *The Masters & Servants Act*.

Business and industry has long organized its administration in a hierarchy, where those above transmit directives or orders to those below. This line of authority is dependent on obedience by those in subordinate positions. Obedience is motivated by fear: fear of loss of promotion, of salary, or of job. The desired behavior in subordinates is produced by regulations which require or forbid certain actions.

It is not contended that modern business and industry actually operates in this fashion. Its weaknesses were found long ago, and in fact business and industry has largely abandoned this concept of administration. However, some people in education think that this is the way that business and industry operates, and it is the "picture in the mind" when they consider educational administration.

There are grave dangers in analogies

Manager or educator?

m in the Principalship

The educational concept of school administration calls for close relation between the principal and his teachers. The chief task of the good principal can be conceived as lighting a fire rather than filling a jug.

with business and industry. Their products are things, not ideas. They deal with materials, not children. Their workers are skilled to unskilled, not professionals. Their success or failure is measured in profits, not in self-actualization or self-abasement of the next generation.

Persons who hold the managerial concept of educational administration sketched above regard the principal as an arm of management. They expect the principal to regulate the activities of teachers by requiring and forbidding. They expect the principal to rate teachers for promotion or loss of it, for salary increments or loss of them, for retention or dismissal. They expect the principal as an arm of management to accept a salary set in some other fashion than negotiation and to refrain from being on a bargaining team. As an extension of this, they expect principals to dissociate themselves from their professional organization and to set up a separate one of their own.

These concomitants of the managerial concept of educational administration can

all be rejected on the grounds that the managerial concept is itself unsound. First, education is more like lighting a fire than filling a jug. The inspired, dedicated type of teaching which develops love of knowledge, initiative, and ability to solve problems cannot be coerced or motivated by fear. Second, business and industry has long ago discovered that production is not best secured by these methods. Third, teaching is a highly personalized, professional activity. As a recent Alberta researcher put it, after observing Alberta teachers in Alberta classrooms for over a month, "There is more than one pattern of good teaching." The zero order correlations between supervisor's ratings and pupil gain in achievement would support our Alberta researcher. Thus, the idea of regulating, requiring, forbidding, and rating do not fit well into education.

Educational concept

Educational administrators are groping for a theory or theories of educational administration. This is no theory, but a

series of unsystematic principles which is presented to describe the "picture in the mind" which is held by some people.

The chief task of educational administration is the stimulation of excellent work: in teaching, in guidance, in extra-curricular activities, in all the various tasks performed by school personnel. The second task is one of coordinating the activities of professional equals. The methods involved have been, and are being, explored by the human relations experts. The key word, if there is one, is cooperation. So far, I see educational administration as a task for an educator, and as an educational task. Thus, the principal is primarily an educator rather than being primarily a manager or an administrator.

Previously, we noted that the managerial concept depended on fear as a motivator, and that the chief virtue in teachers would be obedience or docility. The corresponding aspects of the educational concept are more difficult. The chief motivation here is self-actualization. This is less primitive, but more far reaching than is fear. Perhaps it would be worthwhile to pause long enough to review A. H. Maslow's theory of human needs. He states that we have physical needs, need for security, need for love and affection, need for approval from our fellow man, and need for self-actualization. He also states that these needs are arranged in a hierarchy: self-actualization is the highest need. He believes that each of the lower needs must be satisfied before we can turn to the satisfaction of the higher needs. If this theory is sound, then the teacher who feels he has taught a good class and who won't cut corners because he wants to feel that way, is motivated by self-actualization. Returning to our theme, what would correspond to obedience or docility as the chief teacher virtue? The answer is maturity. Note that affection and social approval must be satisfied before we can turn to self-actualization. The teacher must be mature in order to be willing to cooperate, and to consent to voluntary

control of activities required for coordination.

The educational concept of school administration would call for close relations between teachers and principals. Mutual trust or confidence is essential. The idea of supraordinate and subordinate positions is relegated to the background. Leadership becomes the eliciting and harmonizing of ideas as opposed to developing and imposing them.

Examples of professional relations

Each profession has a code of ethics. Ours perhaps needs an overhaul. It can be made to cover all of our professional relations, including those of teachers, principals, and even superintendents. Here is an example. The first article in our code of ethics presently reads as follows: "The teacher is courteous, just and professional in all his relationships." Suppose this were changed to read as follows: "The teacher maintains effective, just, and courteous relations with professional colleagues whether they be in equal, subordinate, or supraordinate positions." You will recall that, in law, all principals are teachers first, with special rights and duties added.

Already one of the sections of our code of ethics causes principals and teachers some concern. This is article 15, which reads as follows: "Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism." It was designed to prevent gossip and to make certain that a teacher was not transferred, demoted, or dismissed without at least knowing why. Preferably, the teacher should be warned sufficiently in advance so that some corrective steps could be taken. Supervision is helping teachers by advising, suggesting and recommending. If a principal has done this, the teacher has received advice, suggestions or recommendations for improvement. This of itself constitutes "informing the associate of the nature of the criticism".

This article is adapted from an address delivered by Dr. Clarke to the Leadership Course for School Principals held at Concordia College, Edmonton, last July. Dr. Clarke outlines two concepts of administration — the managerial, line-staff concept or the educational leadership function.

A second kind of professional relationship is one in which a staff member vigorously opposes school practices. We had a recent complaint of this kind. The coin has two sides. One is aptly put by the panel of experts from the teaching profession in California, which was called on to testify in court, and did so as follows: "As a result of the observations, the panel declared that it does not consider it unethical or insubordinate to oppose the administration, even vigorously, during discussion preceding the adoption of policy. Neither would it be considered unethical to continue to utilize democratic procedures within professional channels in an effort to revise earlier decisions. However, pressing a personal viewpoint in an intemperate manner which manifests disregard or contempt for the opinion or status of a colleague, or which disrupts effective democratic procedures, is not acting in a professional manner." The other side of this coin must be observed by teachers. Educational administration must coordinate the activities of professional equals motivated by cooperation and based on consent. If the teacher becomes completely obdurate, then he is inviting the administration to fall back on the line of authority. How soon to do this, and in what manner, is the art of administration.

It is of some interest to note that your Association has been called in on no less than four disputes between school staffs or parts thereof and the principal in 1960. We are groping our way forward in this area. The 50-50 batting average is of interest also. In two instances the staff

appealed to us, and in two instances, the principal. The Association needs members' ideas on the best machinery for handling such disputes.

A third kind of professional relationship centres around promotions, timetables, and allocation of duties. If the teacher recognizes that without consent and cooperation the principal must fall back on the line of authority, and if the principal recognizes that if he makes a farce out of consent and cooperation he won't kindle inspired teaching, disputes will be fewer. To my mind, this is a most difficult area. The principal can openly decide such matters and transmit his decision to the teachers. He must then reckon with the consequences. If the decision appears just to the teachers, and they have not from past actions entertained the suspicion that the principal is an autocrat, the decision will be accepted with good grace. If, on the other hand, the decision appears unjust, or if it appears in their eyes to be another instance of high-handed procedure, then to that extent the principal has ruined their "team spirit". Apathy or rebellion follow successive doses of such treatment. Suppose the principal makes up his mind in advance about his decision, and uses the procedures of group dynamics to make it appear that this decision is the one arrived at by the teachers. The term for this is manipulation. The test for this procedure is given by Stephen Corey, ex-dean of Teachers' College: "The test of democratic leadership is that the leader is willing to modify or abandon his own goals when he finds that they are not accepted by the group." Manipulation can sometimes be concealed. However, it is not easy. When a group detects manipulation their reaction is one of aversion or even revulsion. There is more bitter vituperation about manipulative leaders than about autocratic leaders. Manipulation is a dangerous game to play. Far better to use democratic procedures as much as possible, and when the decisions appear untenable, to state openly: "Sorry. I am responsible for the results."

I have given my reasons why this won't work (or why it should be done this way instead of that), and in this we can't afford to make a mistake. Since I must bear the responsibility we must . . ."

A fourth kind of professional relationship is with salary negotiations. Some school boards, which entertain the managerial concept of administration, have let it be known that participation in negotiations by principals is to stop. Others have gone further and hinted that active participation in The Alberta Teachers' Association is frowned on. Presumably principals are interested in higher salaries. In fact, many people say that they are not paid adequately for the responsibilities involved. (By the way, the opposing view is that a top teacher should receive as much as a principal.) Our collective bargaining department informs us that nowhere in the province have they received pressure from school boards to increase principals' allowances. Fairly obviously, the presence of principals on negotiating teams is one certain way of the interests of principals being represented. The idea that some separate principals' organization would better represent the interests of principals has proven false in every country where it has been tried: notably in Great Britain and in the United States. What happens is that the voice of the profession is weakened and both principals and teachers suffer. Fundamentally, however, the matter goes back to the concepts described previously. There should be no hesitation in rejecting the managerial concept and endorsing the educational concept. This done, the conclusion is inescapable. Principals belong with teachers on bargaining teams.

A fifth kind of professional relationship is the special interests of principals. The Alberta Teachers' Association has recognized this and is sponsoring a principals' council of the Association. The purpose of a specialist council is to improve members' skill and knowledge in the specialty. There are areas of interest common to principals which are

not shared by teachers. One of these (and a seductive one) is routine: how to handle lateness, detentions, ordering and allocation of supplies, report cards, allocation of students to classes, and so on. A second one is supervision: procedures which actually stimulate excellent work by teachers. This is a new area, and as such is exciting and challenging. Broader than either of these is the role of the principal: what he should and should not do, or his "expected patterns of behavior". Naturally, principals wish to gather together to discuss these matters. At the provincial level, a specialist council would provide for this. Presumably it would have regional councils, made up of the present principals' associations. It should be noted in passing that, when principals' groups start making at any level decisions which affect teachers in their area without consultation with the teachers, they have fallen into the practices of the managerial concept of administration. In one instance, the principals' association planned a track meet which was to be financed by the ATA local. In another, the principals agreed to allocate noon hour supervision to their staffs. In a third, the principals' association decided to hold division-wide tests in Grades X and XI. What do you think of these examples? Is it the business of principals to manage and of teachers to teach?

Summary

Two concepts of administration have been sketched: the older managerial concept and the newer educational concept. The practices and procedures of each can be erected upon the "line of authority" set in *The School Act*. In the first instance, reliance is placed on the line of authority, since regulation by requiring and forbidding, motivated by fear and facilitated by obedience, is the *modus operandi*. According to this concept schools are producing a product by fairly standard procedures. Teachers can and

(Continued on Page 60)

We must be aware of what we do

The Teacher Makes the Difference

WHEN all the arguments about grouping are over, and the pupils have been grouped in one way or another, it is, in the end, the day-to-day influence of the teacher that matters. Teachers need to be aware of their own behavior with children. This behavior is important in the light of what we know about the way children learn and the way they develop.

Two concepts in particular are important here

- children learn what they are motivated to learn
- in the presence of other human beings, children learn to be the human beings they are.

Motivating a child to learn is not a superficial process. The compelling motivations lie deep within the child—they reside in his concept of himself, in the way he thinks and the way he feels about himself. Whatever he does, whatever he seeks to learn—or to avoid learning—is ultimately related to enhancing his concept of himself or defending his concept of himself from attack and destruction. The goals toward which human beings strive most intensively are

these: to be accepted, to be approved, to be able to stand alone as a self.

The child who persistently seeks attention in the classroom is indicating that he has a deep-seated need to accomplish one or another of these goals. And the teacher who ignores or rebuffs behavior of this kind unintentionally increases the child's problem and causes him to seek attention even more avidly—perhaps from other sources.

It makes a difference in what a child learns, then, whether or not his teacher understands and helps him satisfy his deep-felt need. He will learn the most from whoever gives him feelings of worth, acceptance, approval, achievement.

Let us consider Jim, a fourth-grader, who had been doing poorly in school ever since his father died the year before. His performance on the intelligence and achievement tests showed regression. In addition he was hostile and aggressive toward adults and peers. Data indicated that outside of school his life was now directed entirely by women. In simple projective tests and in his conversations with his teacher and others, there was a recurring pattern. He showed that he wished he were old enough to be in the seventh-grade class which was taught by Mr. Wilson. Sociometric data indicated that he repeatedly ignored or rejected his peers and chose Mr. Wilson as his only friend.

Arrangements were made to place Jim in Mr. Wilson's room. For months

JULIA WEBER GORDON

Mr. Wilson helped him with his school work, and Jim again became a good student. The older boys in the grade lent a helping hand, too, especially by showing him how to improve his pitching and catching. This teacher and these older male companions together provided Jim with the milieu he seemed to need in order to work through his problem.

In the spring, when several classes were out on the playground, Jim told Mr. Wilson that he was going over "to see what the other kids are doing". He had a good time that day playing ball with his former classmates and he continued to play with them daily in the next few weeks. Then one day he said, "Mr. Wilson, would it make you feel bad if I told you I would like to go back to my own class now?"

Mr. Wilson replied, "Jim, would it make you feel bad if I told you I am delighted?" They both burst out laughing.

Establishing norms

In order for children to think and act in ways we believe desirable, they must live with human beings who will make it possible for them to develop the concepts of themselves and others that will lead them to behave in these ways. The social group must contain within it—and must practice—the norms we wish to establish.

Mrs. Amey, a principal and eighth grade teacher in a small rural school, understood such truths. She had as a pupil a new boy, 14-year-old Lloyd, a very intelligent and well-informed boy of studious habits. His father was a lawyer and Mrs. Amey learned that his parents had been worried that he might not learn all he could in this rural school and they had tried to get him admitted to the regional high school. Lloyd's first setback came when he was sorely disappointed that he had not been elected class president. He said he knew that he was "by far the most highly qualified" of all his classmates. And he also had been quite vocal about the president the

Julia Weber Gordon is director of the Office of Child and Youth Study of the New Jersey Department of Education, Trenton. Her article which first appeared in the NEA Journal for September, 1959 is reprinted with permission from the November, 1959 issue of The Education Digest.

children had elected, saying he would "never make it".

But losing the election stirred this boy to begin a study of the presidents of the United States to see what qualities they had and how these qualities influenced the decisions they made. Mrs. Amey was involved in this project. It was she who suggested that he limit his study to six of the presidents and she also helped him set up a plan of organization of his findings.

From time to time Jim discussed with the others what he was learning. The children began to find his suggestions in class meetings more and more helpful, especially in setting up roles of conduct for themselves. As for Lloyd, he gradually became a better listener to what the other children had to say. And, in conferences with Lloyd's parents, Mrs. Amey learned that Lloyd had admitted to his mother that the children had been wiser than he had thought in their choice of a class president and that by observing the other boy he had learned a lot about how to treat people.

Lloyd, intelligent and sensitive, was not only accumulating knowledge but he was learning in the presence of his family, his teacher, and the other children, to use his knowledge, to develop wisdom as well. But the teacher was the key.

In our democracy, public schools were established to help realize the American dream of a nation where every individual would have the opportunity to fulfil his potentialities. Attendance was made compulsory so that every child might develop

(Continued on Page 62)

T. A. QUIN

Let's Have Sanity in Sums

A Seven-year-old Pupil's Plea

I CAN write good sentences and I read well but please help me with my sums. I don't think you grown-ups really understand what you are trying to teach me. It's your fault that I can't enjoy my sums the way I enjoy my reading.

Let me explain. I can add lengths of pieces of string and small weights and colored beads. I can run a model shop and give change of a shilling. I know the answers to the adding sums on flash cards and practice cards and taking away sums (I heard my teacher calling them the "basic facts").

Where my teacher goes wrong is when it comes to writing down my sums. If I have two apples and someone gives me three more, I write this simply as 2 and 3 makes 5. My teacher writes this in two ways. Sometimes

$$2 + 3 = 5$$

and sometimes

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

Now this last way is confusing. It can't be the same as $2 + 3 = 5$ because it is really $3 + 2 = 5$. I mean, in the second way you start with three apples and get two more which is entirely different from starting with two apples

isn't it? My teacher says I can read this sum either up or down. Thus, she says

$$\begin{array}{r} 3 \qquad 2 \\ \text{and} \\ +2 \qquad +3 \end{array}$$

mean the same thing so, I say, why bother with this horrid sign at all. Why have

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$\begin{array}{r} 3 \qquad 2 \\ +2 \qquad +3 \\ \hline 5 \qquad 5 \end{array}$$

when all you need to say is "Add two apples and three apples"? My teacher keeps saying "Remember Plus means Add". But you can't just add, can you? I mean you have to have something to add, even if it's only nothing. Yes—my teacher often gives me sums when nothing is added. It seems a waste of time. Sometimes the nothing is on top and sometimes on the bottom, sometimes two nothings. But teacher says that when I get harder sums a great many children make mistakes when there is nothing on the top—all the more reason for not giving me adding sums just now with a top and a bottom. Time enough later. I

don't think children would make mistakes adding no apples or taking away no apples. It's when they stop doing real sums and use meaningless figures that they must go wrong. It's not a question of being wrong. It's a question of not being interested. For instance, I'm so fond of apples I've never had one apple sum wrong. I do feel sorry for a boy called John who comes into some of my sums with no apples. (Perhaps he does not like them of course.)

Another sign that puzzles me is the plus sign turned half on its side \times . My teacher says it means multiply or multiplied by—I don't know which—and then again she leaves out the word multiply and says times. Two times two means (to me) add two and two. Three times two means (to me) add two and two and two. But teacher writes three times two as 3×2 . Which means 3 multiplied by 2 or two times three. To confuse me further teacher says 3×2 is the same as 2×3 . This I do not understand.

When five of my playmates and I are playing soldiers we march in twos (three twos) but real soldiers would march in threes (two threes). Their officer would be most unhappy if his soldiers didn't know the difference between marching in twos and threes. I want my teacher to stop using the word "times" and the sign \times . I can learn my table this way

- Two "single apples" added
make two apples;
- Two "two apples" added
make four apples;
- Two "three apples" added
make six apples.

Later on I'll be able to read this as two ones added make two, and so on to two twelves added make 24. The teacher can call it multiplication but it's really a quick way of adding, isn't it? Now teacher's just given me a new sign. It's a taking away sign with a dot on the top and one on the bottom. Thank goodness I spotted the taking away sign because I've been able to understand all the sums my teacher calls division. They are really

The Scottish Educational Journal has given us permission to reprint Mr. Quin's amusing account of the perplexities a seven-year-old finds in arithmetic.

subtraction. You see, if I want to share 6 marbles between 2 boys, I take 2 away from 6 first, and give them one each. I can do this 3 times because three twos added make six.

The teacher writes this as $6 \div 2 = 3$. Where she goes wrong is when she says 6 divided by 2 is 3 because three multiplied by 2 is 6. Actually $6 \div 2$ is 3, because three twos added make six, not because two threes added make six. Or if we must use signs $6 \div 2 = 3$ because $2 \times 3 = 6$.

But why confuse us with all these signs? And why use that phrase "goes into"? 2 "goes into" 6 means nothing at all to me—even with apples. I understand why 8 apples $\div 2$ is 4 apples. It is because $8 \div 2$ means take away 2 apples from 8 apples as many times as you can. You can take them away four times. With 9 apples you can do the same but you have one apple left. Of course, you can take no apples from 8 apples as many times as you like. (Dad tells me there is a sign for this like two nothings joined together. In fact you can take no apples from any number of apples as many times as you like and if you have only three apples you can take four away no times at all, ($3 \div 4 = 0$) but you still have your 4 apples left. Also, if you have no apples, you can take one away no times (or any other number for that matter). Isn't it silly to say "divide 0 by 1" or "one goes into nothing". I've heard my teacher saying this.

I like sharing problems. Of course, when I share things, I always keep a little back for next time—and if it is a cake, I give a lot to the biggest of my friends and a little to the smallest. In the sums I get in school, everyone has to get an equal share except me. I have to give it

(Continued on Page 59)

Tips for the Beginning Teacher

MARTHA W. HUNT

Martha Hunt is a chemistry and biology teacher in Mount Vernon, New York. Her article is reprinted with permission from the September, 1958 issue of the NEA Journal.

MAY an old hand give a beginning teacher some tips about keeping classroom discipline? I have found these procedures helpful.

■ Learn names

Whenever possible, be familiar before your first class session with the names of your students and with the pronunciation of each name.

■ Look over the permanent records

Foresight is better than hindsight. The records will give you clues to students' hearing and vision defects or other physical ailments, family relationships, and emotional disturbances which affect learning rates. IQ scores will give some indication of whether or not students are working to capacity. If not, trouble will probably develop sooner or later.

■ Check the classroom environment

Have the temperature and ventilation as right as you can make them. Draw shades to cut out glare if necessary but be sure there are no dark corners. See that classroom furniture and accessories are in order and that no seats are placed so that students have to face the light.

■ Watch seating

Big students should not block the line of vision of smaller students. Place students with defective vision or faulty hearing near you.

■ Plan the lesson

Be ready to use the first minute of class time. If you get Johnny busy right away, he has no time to cook up interesting ideas that do not fit into the class situation.

■ Learn symptoms of illness

Misconduct often has a physiological basis. Learn the meaning of a flushed face, reddening and watering eyes, a skin rash.

■ Deal with individuals

Instead of having an entire class sit around marking time while you reprimand one offender, arrange to have a private appointment with him outside class.

■ Practice marginal vision

You can learn to see out of the corners of your eyes.

(Continued on Page 32)



ERWIN MIKLOS

The Association is pleased to announce the winners of its \$2400 fellowship in education and its \$500 scholarships in education for 1960. Five of the nine award winners will be entering their final year in the bachelor of education program at the University of Alberta. The other four will be enrolling for graduate study.

ATA Fellowship in Education

The Alberta Teachers' Association Fellowship in Education was approved at the 1959 Annual General Meeting, and its first winner is Erwin Miklos of Vulcan, who will be commencing his doctoral program in educational administration at the University of Alberta. Mr. Miklos received his elementary and secondary education and normal school training in Saskatchewan and taught in that province for four years. He graduated from the University of Saskatchewan in 1954 with B.A. and B.Ed. degrees. He has taught in Alberta for seven years, at Arrowwood, Milo, Mossleigh, and Vulcan, while continuing study towards his M.Ed. degree which will be awarded at this fall's convocation.



R. D. ARMSTRONG

Graduate scholarships

Robert David Armstrong is the winner of the John Walker Barnett Scholarship in Education. Mr. Armstrong has taught for the past ten years in the Edmonton Public school system, most recently serving as assistant principal of Alledale School. He was educated in Edmonton schools, spent two years in the Royal Canadian Air Force, and then began teacher training, graduating with the B.Ed. degree in 1948. In 1955, he obtained his B.A. degree and he will be awarded his M.Ed. degree this fall. Mr. Armstrong will be studying for his doctoral degree at the University of California.



C. H. SANGSTER

A Education Awards



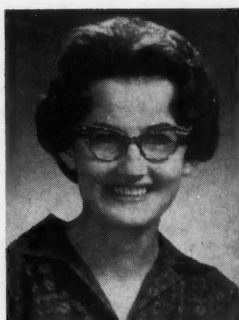
WALTER RIEDEL



G. N. CARMICHAEL



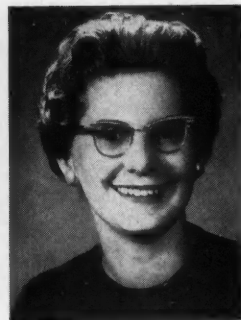
MAUREEN CHRISTIAN



HEIDI KASS



KATHLEEN KENNEDY



AUDREY McBRIEN

Cecil Henry Sangster of Medicine Hat has been awarded the Milton Ezra LaZerte Scholarship in Education. Mr. Sangster will enrol in the Graduate School of the University of Minnesota to commence a Ph.D. program in educational psychology. Cecil Sangster is a native of Alberta, served for four years in the Royal Canadian Navy, then completed his high school program and enrolled in the University of Alberta in 1947. Since his graduation in 1950 with his B.Ed. degree he has taught in the Medicine Hat School District, serving most recently as director of elementary guidance and research. He obtained his M.Ed. degree in educational psychology in 1956.

Walter Riedel is the winner of the Clarence Sansom Memorial Gold Medal and the Clarence Sansom Scholarship in Education, which is offered annually to the student who has shown highest general proficiency in the final year of the bachelor of education program. Last year, he was the winner of the Cedric Oliver Hicks Scholarship in Education. Mr. Riedel, whose home is now Fort Macleod, was born in Silesia. In 1954, he migrated with his parents to southern Alberta where he completed his senior matriculation and was awarded the Owen Williams Scholarship by the Lethbridge School Division. Mr. Riedel received his B.Ed. degree at this spring's convocation and intends to follow a graduate program in modern languages.

Undergraduate scholarships

Glen Norman Carmichael of Spruce Grove has been awarded the Mary Roberta Crawford Scholarship in Education, one of four open to teachers in the field who have completed three years of training and hold a permanent Alberta teaching certificate and are proceeding towards the fourth year of the B.Ed. program. Mr. Carmichael has been teaching in Alberta for over 30 years, the last 20 of these as principal of the Spruce Grove School. He obtained his schooling in Lamont, Rosenthal and

Stony Plain and at Camrose Normal School and has continued study towards his education degree through summer school sessions. Mr. Carmichael expects to obtain his B.Ed. degree at next spring's convocation.

Maureen Lilian Christian has been awarded the Thomas Edwin Adelbert Stanley Scholarship in Education. Miss Christian was born and educated in Edmonton. She entered the Faculty of Education in 1957 and has followed the elementary route, majoring in English. Following graduation she hopes to teach in kindergarten or Grade I. Miss Christian has had voice and piano training and has been active in musical activities as a member of a church choir and of the University Mixed Chorus and the Music Division Chorus.

Heidi Kass is the winner of the William Aberhart Scholarship in Education. Miss Kass is majoring in the physical sciences and minoring in mathematics and expects to receive her B.Ed. degree at the 1961 spring convocation. She attended schools in Lethbridge, Calgary, and Edmonton and then enrolled in the Faculty of Education. She spent the 1958-59 academic year at the Teachers' College of Connecticut as an exchange student. Her interests include reading and music.

Kathleen Isabelle Kennedy has been awarded the Allan James Watson Scholarship in Education. For the past summer Miss Kennedy has been employed as a research assistant with the Association. She was born in Red Deer and received her elementary and secondary education there. She enrolled in the Faculty of Education in 1957 and is pursuing the secondary route of the B.Ed. program, majoring in the physical sciences. Miss Kennedy was the winner of first class standing prizes in her second and third years. Her interests include reading and photography and she has been active at the university with the majorettes. This term she will

Our Cover Story—

The Bohemian Waxwing

Garbed in his immaculate suit of silky grey, the Bohemian waxwing is an undeniable aristocrat of the bird world. His black chin-patch, yellow terminal tail-band and jaunty crest add to his air of distinction. While both of our waxwings have bright red flattened extensions of the secondary feathers of the wing, the greyer underparts, rich rusty under tail-coverts and conspicuous white wing-bar of the Bohemian waxwing will serve to distinguish him in the field from his summer cousin, the cedar waxwing.

The Bohemian waxwing is a bird of noble bearing, too. He is well-mannered, soft-spoken and sociable. His quiet unassuming fearlessness is known to all who have observed him while his un-failing courtesy and good humor permit him to live a life free from petty contention and hostility.

To most of us, there is an aura of mystery about this impeccably dressed gentleman. His movements appear erratic and unpredictable. In the early winter of a particular year he may suddenly appear among us in flocks numbering many thousands. We know not from whence he came but suffice it that for several days at least he is apt to remain and brighten the cold grey days of winter with his cheerful lisping notes

as he dines enthusiastically upon our frozen fruits or performs his remarkable aerial manoeuvres in dense, undulating flocks overhead. His departure is as sudden and his destination unknown. For several succeeding years we may not see him at all or he may appear in small numbers only.

Since the species breeds in the vast muskies to the north and often changes its breeding areas from year to year, few have seen a Bohemian waxwing's nest. The structures are firmly knit in place in the boughs of tamarack, spruce or pine at heights varying from near ground level to 50 feet in the air. Many insects are consumed by the species at this season but fruits of various kinds bulk large in the diet for much of the remainder of the year. Wild raspberries, cranberries, blueberries, wolfberries, snowberries, rose hips, kinnikinnick, dogwood, buffalo berries, and many other small fruits are enjoyed in season. It would appear that the many reported irruptions of Bohemians in more southern latitudes are related to food shortages further north.

Whatever the cause of the Bohemian waxwing's unpredictable wanderings, he is always a welcome visitor and never fails to resume his excursions too soon.

be a member of the Promotions Committee.

Audrey McBrien of Stettler is the recipient of the Harry Dean Ainlay Scholarship in Education. Miss McBrien, who was born and educated in Stettler, enrolled in the Faculty of Education following high school graduation and completed two years of her degree pro-

gram. She taught for two years in Big Valley, a year in Red Deer, and for six months at Banff, and then returned to the University of Alberta. After receiving her B.Ed. degree next spring, Miss McBrien hopes to teach in a junior high school. She is interested in sports, photography and travel and has been a girls' camp leader and Sunday School teacher.

Guest Speakers,

Associate professor in the division of educational psychology, University of Alberta, Dr. Ayers will be the Association guest speaker at the Vermilion Convention.

Dr. Ayers was born in Saskatchewan, received his public school education and normal school training in Vancouver, and graduated from the University of British Columbia with B.A. (honor mathematics) and B.Ed. degrees. In 1951, he received his Ph.D. degree from the University of Toronto. He had four years' teaching experience in British Columbia schools before his service with the RCAF during World War II. After graduation from the University of Toronto he worked for two years as research scientist with Defence Research Medical Laboratories. For six years, from 1953, he directed the activities of the research division of the Canadian Teachers' Federation. Dr. Ayres joined the staff of the University of Alberta in September, 1959.



J. D. AYERS

Dr. Bargaen, who is superintendent of the West Jasper Place School District, will be the guest speaker at the Bonnyville-St. Paul and Third Edmonton District Conventions.

Born in Europe, he received his schooling in Manitoba, and taught for a year in that province before joining the Canadian Army in 1943. After discharge he enrolled in the University of British Columbia and graduated with his B.A. in history in 1948. Since 1948, Dr. Bargaen has been alternately studying or working in the field of education. The winner of several scholarships, he obtained his M.A. degree in 1953, and in 1959, his Ph.D. in educational administration from the University of Alberta. He taught in a private school in Coal-dale, served for a short time as principal and more recently as assistant superintendent in the Edson School Division, and was appointed to his present position in September of 1959.



P. F. BARGEN

rs, Fall Conventions, 1960

Dr. Merkley, guest speaker at the Southwestern Alberta Convention, was born in Magrath and received his early education in Alberta schools. After attending Calgary Normal School, he taught at Magrath and at Coalhurst. He left Canada in 1936 to attend the University of Utah where he received his B.A. and M.Sc. degrees. The doctor of education degree was awarded by Stanford University in 1948.

From 1943 to 1948, he served on the faculty of the University of Utah School of Education, and then joined the Salt Lake City Public school system where he is now deputy superintendent and head of the department of curriculum and instruction. Dr. Merkley served from 1953 to 1955 as chief of a United States educational mission to the new kingdom of Jordan. From 1957 to 1959 he was a member of the board of directors of the Association for Supervision and Curriculum Development.



M. G. MERKLEY

Dr. Moore, the guest speaker at this year's Camrose and Red Deer Conventions, is the dean of the College of Education, University of Arizona, Tucson. Formerly executive secretary of the Committee for the Advancement of School Administration, American Association of School Administrators, Dr. Moore was in Alberta in 1958 and 1959 as an Association guest speaker.

Dr. Moore attended Baylor University, Brown University, and the University of Texas, receiving his doctoral degree in 1953. He has taught social studies in both junior and senior high schools and has lectured in school administration at Northwestern, Virginia, Denver, and Stanford Universities, and Arizona State College. He is the author of *Studies in School Administration* and also served as associate editor of *The Nation's Schools*.



HOLLIS A. MOORE

Dr. Macdonald, assistant professor in the Faculty of Education of the University of Alberta, will be the guest speaker at the Hanna, Castor-Neutral Hills, and Southeastern Alberta Conventions. This is the second occasion on which he has acted as Association guest speaker; in February, 1960, he addressed the teachers of Calgary and Edmonton.

Dr. Macdonald was born and educated in Scotland. He obtained his M.A. in history from the University of Edinburgh and the degrees of B.Ed. (educational psychology) and Ph.D. from the University of Glasgow. He has taught in Scottish primary and secondary schools and technical colleges and has also done work in adult education. During World War II he served with British Army Intelligence Forces in the Middle and Far East. He joined the staff of the University of Alberta, division of educational psychology, in September, 1958.



JOHN MACDONALD



L. E. VREDEVOE

Dr. Vredevoe, professor of education at the University of California, Los Angeles, will be making his third trip to Alberta as an Association guest speaker at fall conventions. On this trip he will address the teachers of the First and Second Edmonton District Conventions.

Dr. Vredevoe received his A.B. from Hope College, Holland, Michigan and his A.M. and Ph.D. degrees from the University of Michigan. He was for five years associate professor of education at the University of Michigan and, prior to this, had 20 years of teaching and administrative experience in secondary schools of Michigan and Ohio. Dr. Vredevoe has written several articles for educational magazines and is author of two books, *A Brief Outline of Secondary Education* (1955) and *An Introduction and Outline of Secondary Education* (1957).

Superintendent of the Calgary Public school system, Mr. Warren will address the teachers of the North Peace and Grande Prairie-Spirit River Conventions.

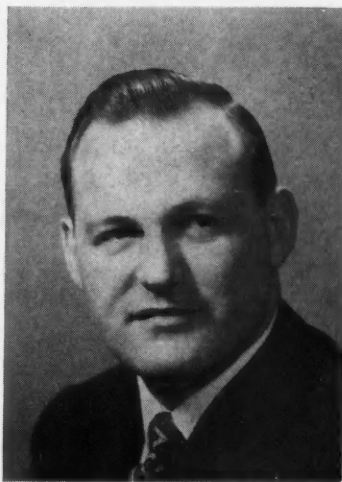
Mr. Warren was born in England. He came to Canada at an early age and received his schooling in Macleod. He obtained his B.A. and B.Ed. degrees from the University of British Columbia and in 1945, his Ed.M. degree from the Harvard Graduate School. Mr. Warren's teaching experience included three years in rural schools and four years as principal at Milk River and Lacombe. From 1939 to 1950, he was a superintendent of schools and a high school inspector on the Department of Education supervisory staff, before accepting his present position with the Calgary School District. Mr. Warren is a member of the Senate of the University of Alberta and of three departmental education committees.



R. WARREN

The guest speaker at the Calgary District Convention will be Dr. W. H. Worth, associate professor of the Faculty of Education, University of Alberta.

Dr. Worth received his elementary and high school education in Alberta and graduated from the University of Alberta with his M.Ed. degree. He received his Ed.D. from the University of Illinois in 1959. He taught in the Edmonton Public School system for a number of years before he was appointed as superintendent of schools, serving in Acadia, Neutral Hills, and Clover Bar School Divisions. In 1955, he joined the staff of the University of Alberta. Prior to his leave of absence to attend the University of Illinois, Dr. Worth was director of the Leadership Course for School Principals. He was Association guest speaker at the Bonnyville Convention in 1959, and this summer was a consultant in curriculum development at the Banff Conference.



W. H. WORTH

ATA Fall Conventions 1960

Southwestern Alberta October 6 and 7 at Lethbridge

Locals—Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, Warner.

Officers—H. G. Whitson, Pincher Creek, president; George Watson, Lethbridge, secretary.

Visiting speakers—Dr. G. M. Merkley, guest speaker; A. B. Evenson, Department of Education; Mary Beaton, Faculty of Education; T. F. Rieger, district representative; F. J. C. Seymour and E. J. Ingram, head office.

Superintendents—J. B. Bell, L. H. Bussard, R. A. Kimmitt, A. E. Kunst, Grant Matkin, O. L. Matson, E. C. Miller, Lorne Stewart.

High school inspector—H. A. MacNeil.

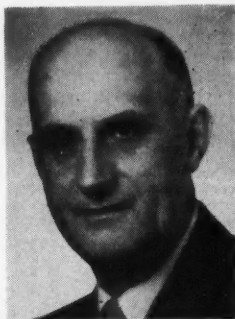
Form of convention—General and workshop sessions.

Entertainment—Banquet.

Bonnyville - St. Paul October 11 and 12 at Bonnyville

Locals—Bonnyville and St. Paul.

Officers—Arthur Jorgensen, president, and J. A. N. Marcotte, secretary, Bonnyville.



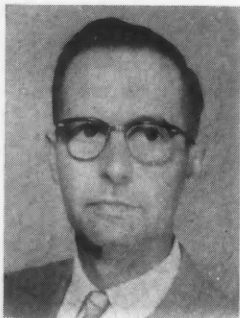
GEORGE WATSON



A. B. EVENSON



MARY BEATON



J. A. N. MARCOTTE

Visiting speakers—Dr. Peter F. Bargen, guest speaker; N. M. Purvis, Department of Education; L. D. Nelson, Faculty of Education; A. J. Shandro, district representative; F. J. C. Seymour, head office.

Superintendents—J. B. Percevault and R. Racette.

High school inspector—G. L. Berry.

Convention program—General and workshop sessions; theme—Professional Development.

Entertainment—Banquet.



N. M. PURVIS



L. D. NELSON

Third Edmonton District October 13 and 14 at The Macdonald

Locals—Clover Bar, Edson, Holden, Leduc.

Officers — John Woloshyn, Thorsby, president; John R. Wright, Edmonton, secretary.

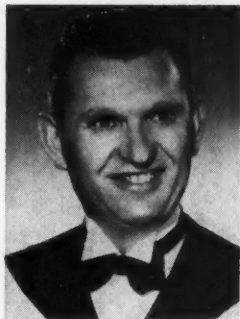
Visiting speakers—Dr. Peter F. Bargen, guest speaker; M. L. Watts, Department of Education; Dr. G. M. Dunlop, Faculty of Education; Mrs. Jean Saville and H. C. McCall, district representatives; E. J. Ingram, head office.

Superintendents—F. B. Facey, A. D. Jardine, H. A. Pike, C. Pyrch.

High school inspectors—G. L. Berry and Dr. J. C. Jonason.

Convention program—General and workshop sessions; theme — Educating our Youth.

Entertainment—Banquet.



JOHN WOLOSHYN



JOHN R. WRIGHT



M. L. WATTS

**Second Edmonton District
October 17 and 18 at The Macdonald**

Locals—Lac la Biche, Lac Ste. Anne, Smoky Lake, Stony Plain, Wetaskiwin, Westlock.

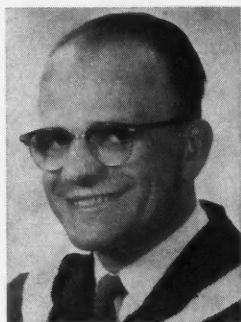
Officers—N. Chodan, Lac la Biche, president; M. Ukrainetz, Westlock, secretary.

Visiting speakers—Dr. L. E. Vredevoe, guest speaker; Dr. T. C. Byrne, Department of Education; Dr. H. T. Sparby, Faculty of Education; H. C. McCall and A. J. Shandro, district representatives; Dr. S. C. T. Clarke, head office.

Superintendents—E. M. Erickson, F. Hanocho, H. A. Kostash, E. G. McDonald, S. N. Odynak, R. N. Paton, C. M. Ward.

High school inspectors
—G. L. Berry and Dr. J. C. Jonason.

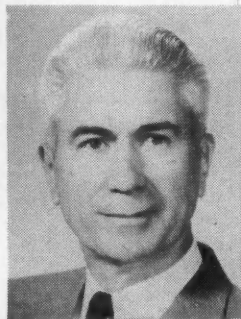
Theme — We Take a Look at Ourselves.



N. CHODAN



T. C. BYRNE



H. T. SPARBY



M. UKRAINETZ

Hanna

October 17 and 18 at Hanna High School



G. L. BERRY

Locals—Acadia and Sullivan Lake.

Officers—Gordon T. Hunter, president, and Marion O. Hamilton, secretary, Hanna.

Visiting speakers—Dr. John Macdonald, guest speaker; G. L. Berry, Department of Education; Dr. W. H. Worth, Faculty of Education; Lucy I. M. Milne, district representative; E. J. Ingram, head office.

Superintendents—W. G. Hay and G. J. Rancier.

High school inspector—L. W. Kunelius.

Convention program—Lecture and discussion sessions; themes—Testing and Promotion and New Elementary Language Course.

Entertainment—Banquet and program.

Castor - Neutral Hills

October 17 and 18 at Coronation

Locals—Castor and Neutral Hills.

Officers—Gilbert Binnington, Castor, president; Howard L. Baker, Coronation, secretary; Ralph Everenden, Coronation, public relations officer.

Visiting speakers—Dr. John Macdonald, guest speaker; Dr. R. E. Rees, Department of Education; Ethel King, Faculty of Education; Mrs. Jean Saville, district representative; E. J. Ingram, head office. Superintendent—J. E. Reid.

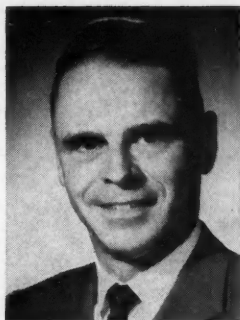
High school inspector—O. Massing.

Convention program—Small discussion groups; theme—The Curriculum in Action.

Entertainment—Banquet and theatre party.



G. BINNINGTON



R. E. REES

Vermilion October 20 and 21 at Vermilion

Locals—Vermilion, Vegreville, Wainwright.
Officers—Marjorie Knapp, president, and Frank J. Welsh, secretary, Vermilion.
Visiting speakers—Dr. J. D. Ayers, guest speaker; J. I. Sheppy, Department of Education; Dr. John Macdonald, Faculty of Education; Mrs. Jean Saville, district representative; W. R. Eyres, head office.
Superintendents—J. H. Blocksidge, L. G. Hall, H. Kolesar.
High school inspector—Dr. J. C. Jonason.
Entertainment—Dance and films.



FRANK J. WELSH

First Edmonton District October 20 and 21 at The Macdonald

Locals—Athabasca, Barrhead, Lamont, Sturgeon, Thorhild, Two Hills.
Officers—Andre Piard, Barrhead, president; N. A. Melnyk, Andrew, secretary.
Visiting speakers—Dr. L. E. Vredevoe, guest speaker; Hon. A. O. Aalborg, Department of Education; Dr. J. H. M. Andrews, Faculty of Education; H. C. McCall and A. J. Shandro, district representatives; F. J. C. Seymour, head office.
Superintendents—G. Filipchuk, M. G. Gault, I. Goresky, W. Hryciuk, N. Myskiw, J. F. Swan.
High school inspectors—G. L. Berry and Dr. J. C. Jonason.



J. I. SHEPPY



ANDRE PIARD

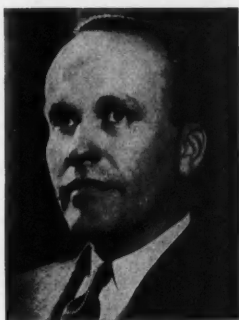
N. A. MELNYK



Convention program—General and sectional meetings; theme—Parent-Teacher-Student Relations.



J. H. M. ANDREWS



A. O. AALBORG

Southeastern Alberta October 20 and 21 at Medicine Hat

Locals—EID, Forty Mile, Medicine Hat, Medicine Hat Rural.

Officers—W. Barabash, Brooks, president; S. W. Spavold, Medicine Hat, secretary.

Visiting speakers—Dr. John Macdonald, guest speaker; R. E. Byron, Department of Education; W. Pilkington, Faculty of Education; Lucy I. M. Milne, district representative; Dr. S. C. T. Clarke, head office.

Superintendents—E. J. M. Church, O. P. Larson, R. Leskiw, J. A. McKay.

High school inspectors—L. W. Kunelius and H. A. MacNeil.



W. BARABASH



W. PILKINGTON

Theme — Professionalism.
Entertainment — Banquet and dance.



R. E. BYRON

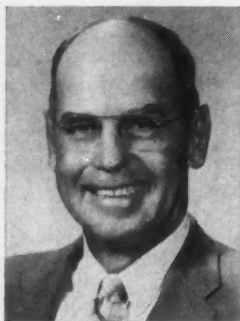


S. W. SPAVOLD

Camrose
October 24 and 25 at Camrose

Locals—Camrose, Killam, Provost.
Officers—H. A. Stuve, Sedgewick, president; Stan Perka, Camrose, secretary.
Visiting speakers—Dr. Hollis A. Moore, guest speaker; Dr. J. W. Chalmers, Department of Education; Dr. E. W. Bux-

ton, Faculty of Education; Mrs. Jean Saville, district representative; F. J. C. Seymour, head office.
Superintendents—J. R. S. Hambly, J. S. Hrabi, R. F. McCormick.
High school inspector—O. Massing.
Convention program—Panel and group sessions; theme—Language—An Integral Part of Every Subject.
Entertainment—Banquet and program.



E. W. BUXTON



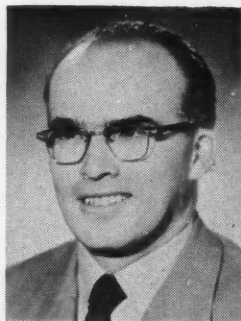
J. W. CHALMERS



STAN PERKA

North Peace
October 24 and 25 at Peace River

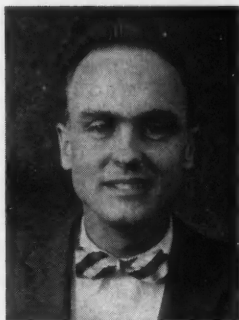
Locals—Fairview, Fort Vermilion, High Prairie, Peace River.
Officers—R. Klappstein, Worsley, president; R. K. Seward, Peace River, secretary.
Visiting speakers—R. Warren, guest speaker; R. A. Morton, Department of Education; Dr. D. B. Black, Faculty of Education; E. J. L. Guertin, district representative; Dr. S. C. T. Clarke, head office.
Superintendents—O. Fadum, T. E. Giles, W. D. McGrath, R. M. Ward.
High school inspector—F. M. Riddle.
Convention program—General sessions; theme—Testing and Promotions.
Entertainment—Banquet.



R. A. MORTON

Grande Prairie - Spirit River **October 27 and 28 at Grande Prairie**

Locals—Grande Prairie and Spirit River.
Officers—L. V. Carmack, president, and W. S. Warren, secretary, Grande Prairie.
Visiting speakers—R. Warren, guest speaker; V. R. Nyberg, Department of Education; Dr. D. B. Black, Faculty of Education; E. J. L. Guertin, district representative; Dr. S. C. T. Clarke, head office.
Superintendents—N. J. Andruski, H. Toews, R. M. Ward.
High school inspector—F. M. Riddle.
Themes—Promotion and Retardation and The Making of Written and Oral Reports.
Entertainment—Banquet and dance.

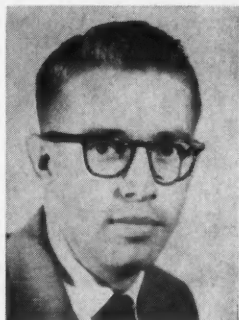


L. V. CARMACK

Red Deer Area

October 27 and 28 at Red Deer

Locals—Lacombe, Ponoka, Red Deer City, Red Deer District, Rocky Mountain House, and Stettler.
Officers—James Marshall, Rocky Mountain House, president; H. B. Rogers, Red Deer, secretary.
Visiting speakers—Dr. Hollis A. Moore, guest speaker; Hon. A. O. Aalborg, Department of Education; Dr. F. E. Churchley, Faculty of Education; D. A. Prescott, district representative; E. J. Ingram, head office.
Superintendents—T. K. Creighton, G. H. Dawe, H. J. Hall, Irving Hastings, R. C. Ohlsen, H. R. Ross.



W. S. WARREN



JAMES MARSHALL



H. B. ROGERS

High school inspector—O. Massing.
Theme—Professionalism.
Entertainment—Banquet.

**Calgary District
November 3 and 4 at
Jubilee Auditorium**



H. GRAY



R. N. ANDERSON

Locals—Calgary Rural, Calgary Suburban, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, Wheatland.

Officers—A. D. Eeles, Strathmore, president; H. Gray, Claresholm, secretary.

Visiting speakers—Dr. W. H. Worth, guest speaker; A. B. Evenson, Depart-

ment of Education; R. N. Anderson, Faculty of Education; N. P. Bragg, district representative; W. R. Eyres and J. D. McPettridge, head office.

Superintendents—W. R. Dean, M. Holman, S. W. Hooper, J. C. Jensen, W. S. Korek, C. M. Laverty, L. Sampson, A. L. Schrag, S. D. Simonson.

High school inspectors—L. W. Kunelius and H. A. MacNeil.

Convention program—General and workshop sessions.

Tips for the Beginning Teacher

(Continued from Page 15)

■ **Mind your manners**

Student behavior often reflects a teacher's good or bad manners.

■ **Don't stay glued to your desk**

Move about. Sit in the back of the room when class reports are being given—it accents student responsibility.

■ **Use a bit of ritual**

I find code signals handy. In my school, gum chewing is forbidden, so I give a person-to-person reminder by sign language. I rapidly close and open my thumb and forefinger (imitating jaw motion), and then, like a baseball umpire calling out the runner, I motion with my thumb toward the wastebasket. The class is not

distracted; I wait until I catch the eye of the offender, give my code signal, and let the business of the class go on. For talking or whispering, a finger on my closed lips may be enough. Codes are short cuts, and can save time and energy if introduced with good humor.

■ **Relate learning to life plans**

The sooner you know the career plans, interests, and even the hobbies of your students, the more successful you will be in directing all their energies into constructive channels.

■ **Be yourself**

Pick up ideas wherever you can, but be yourself and teach in the way that is right for you.

Membership in your Professional Association

Information

for new

ATA Members

IF you are commencing to teach in an Alberta school supported by provincial or municipal taxation and which gives instruction in the courses of study prescribed under the jurisdiction of the Alberta Department of Education, you have become a member of your professional teachers' organization, The Alberta Teachers' Association.

Your membership in the Association is spelt out in law in *The Teaching Profession Act* of Alberta. Behind the passing of this Act by our provincial government lies a long and interesting story of the struggle of Alberta teachers to gain recognition as a profession and to band themselves together for the purposes of promoting and advancing the cause of education in the province, raising the status of the teaching profession, promoting and advancing the interests of teachers by providing the best possible working conditions, and arousing public interest in educational affairs.

The story begins in the period of World War I with a meeting of a group of teachers in an Edmonton church during Easter week, 1918. The teaching profession was at an extremely low ebb. With the exodus of teachers from the profession because of the war and the inflationary economy, thousands of unqualified persons were being given licences to teach. Security of tenure was unknown, and the individual teacher was at the mercy of the board for which he worked. From this meeting in 1918 emerged a pert infant known as the Alberta Teachers' Alliance, whose

pronounced platform caused considerable alarm in official quarters. Among the objectives of the new organization were security of tenure for teachers, full citizenship rights, a code of ethics, a pension scheme, publication of a magazine, and membership of all Alberta teachers in their professional organization.

Through the decade of the twenties the struggle for professional recognition went on, but the Alliance was hampered by inactivity of educational authorities and by the indifference of the government to the problems of teachers. The major gains in this period were a somewhat better form of contract and slight increases in salaries, but the basic issues remained unresolved.

Finally, in 1934, the provincial government moved to pass a teaching profession act. Before doing this, a plebiscite was taken of teachers in the province, voluntary members of the Alliance and all others, as to whether an act was desired by the teacher group. Over 98 percent of Alberta teachers, both members and non-members, voted in favor of a profession bill. When passed, *The Teaching Profession Act* renamed the organization, The Alberta Teachers' Association. The provincial cabinet had split over the question of compulsory membership for teachers in their organization, and both this issue and the establishment of a board of reference to hear appeals in case of dismissals under *The School Act* were defeated in the legislature.

In the provincial election of 1935, a new government under the leadership of Premier William Aberhart was swept into power. In 1936, *The Teaching Profession Act* was amended to provide compulsory membership and *The School Act* was amended to provide more security of tenure for teachers. In 1939, *The Teachers' Superannuation Act* was passed, the first step toward the pension scheme we now have. The privileges you enjoy today as a member of The Alberta Teachers' Association were won for you by the hard work, perseverance and vision of Alberta teachers dedicated to the concept of the creation of a professional teachers' organization. Though much remains to be done, your predecessors built solidly and well.

As a teacher you are no doubt aware that your professional relationships with other ATA members, with school boards, and with the general public are subject to the regulation of your Association. These rules of conduct are spelled out in the Code of Ethics of The Alberta Teachers' Association.

The Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

This code spells out a list of very serious professional responsibilities for you as an ATA member. Most teachers find that observance of article 15 is of special importance in establishing friendly and professional relationships with colleagues. You should note that this article is of vital significance to you with regard to your relationship with the administrators and supervisors in the school system in which you work. Study the code carefully. Its observance on your part is of critical importance.

Along with the professional responsibilities you must undertake as an ATA member, go professional opportunities to serve your fellow-teachers and education in general. You will have the opportunity to serve on the various ATA committees which are set up to work on educational problems in the professional field. You will also have the right to run for office in your Association, at the local or provincial level. You will soon find that you are a part of a professional group intensely dedicated to the principles of democratic organization. You will get out of the Association professional rewards that will be proportionate to the effort you put into your Association activities.

Your Association devotes a good deal of its energies to the service of individual members such as yourself. You will automatically receive copies of *The ATA Magazine*, designed to provide you with professional reading, as well as news of the activities of your Association and of your fellow-teachers. You will be entitled to attend and participate in annual conventions at which you can seek solution to the many professional problems you will face as a teacher.

There are available a rapidly expanding series of services in the professional development program of our Association. These include publication of a series of monographs dealing with problems of education and a series on the improvement of instruction which should assist you in the practice of your profession. You may wish to join a specialist council of your choice, designed to give intensive study to problems arising in the various subject fields. A library is maintained at head office from which you may borrow if you wish.

Your Association is concerned with your economic welfare and provides training for you in the field of teacher economics through area briefing schools, regional conferences, salary bulletins, and an economic handbook, as well as services in actual negotiations if your local is unable to resolve problems in this area.

The Association stands behind you with advice and help in any individual difficulties that may arise with your employer, the school board. Each year, a conference of representatives of local associations is held at Banff to investigate problems within the Association. The Association has its discipline committee with considerable powers designed to maintain professional conduct among members.

These services are outlined fully for you in *The A.T.A. Handbook*, available from head office. This book is an essential item for new members such as yourself. ATA policy in its entirety is spelled out in *The Alberta Teachers' Association Policy Handbook*, reprinted each year to keep it up to date and available to members on application to head office. All these services and others are provided from the ATA fee which is deducted from your monthly salary cheque.

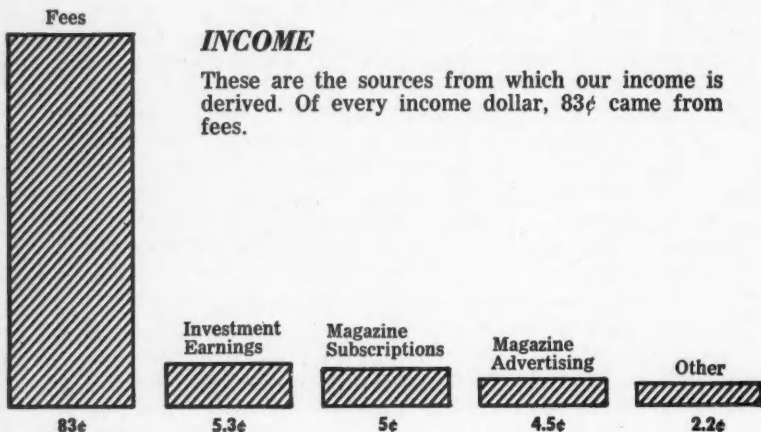
A pension scheme is provided for your future, to which you will also contribute a portion of your salary.

The greatest contribution that our Association can make for you lies in its function of acting as the spokesman for over 11,000 Alberta teachers. The policies of The Alberta Teachers' Association are formed through the democratic interaction of all its members. Once these are formulated, our Association speaks with a strong voice in education affairs in this province.

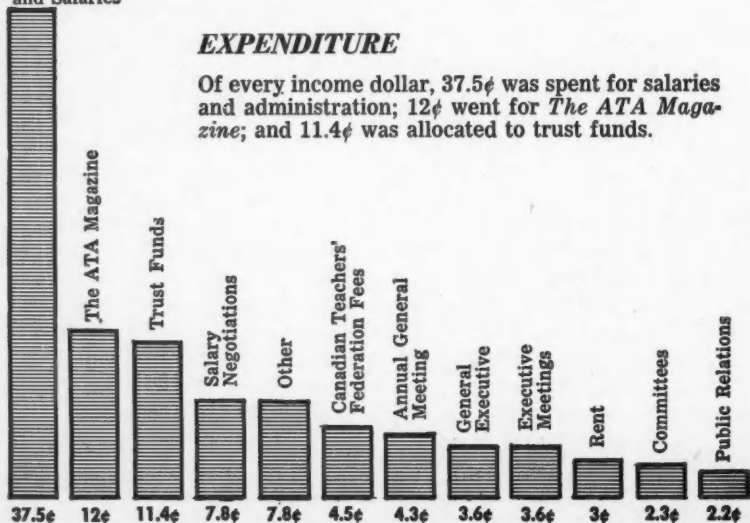
This is as it should be. Who knows the strengths and weaknesses of Alberta education better than the teacher in the classroom? Alberta teachers have never permitted their professional organization to be split on a graduate versus undergraduate, high school versus public school, male versus female, or sectarian basis as has happened in some other provinces. It is vital to the good of Alberta education that we as teachers speak with one

Income and Expenditure

In graph form, here is an analysis of the income and expenditure of The Alberta Teachers' Association in the 1959 calendar year.



Administration and Salaries



voice and that we retain our professional independence through control of our own economic destiny, so that we can speak out strongly and freely when good educational practice is threatened in this province.

The following is the professional charge read to all members of the Association on their induction as members—

I hereby declare that I acknowledge the professional leadership of The Alberta Teachers' Association, and pledge my loyalty and support. I will comply with the rules, regulations, policies, and established practices which govern its membership.

I will strive to achieve and maintain the highest degree of professional competence, and I will always uphold the honor, dignity, and ethical standards of my profession.

Ponder these words carefully. They spell out a very serious pledge by which you, a member of The Alberta Teachers' Association, can work toward realization of the aim set out in our motto—"Magistri Neque Servi" — "Masters, not Servants".

- ✓ Membership has almost doubled in ten years to reach 13,103 as of November, 1959.
- ✓ Approximately eight percent of Association income is spent directly on economic welfare.
- ✓ A budget of \$49,600 has been appropriated for professional development activities during the 1960 financial year.
- ✓ The Executive Council meets about ten times each year.

Information
for new
ATA Members

THE ALBERTA TEACHERS' ASSOCIATION SAVINGS AND CREDIT UNION LIMITED

**Barnett House
9929 - 103 Street
Edmonton, Alberta**

Those teachers becoming members of The Alberta Teachers' Association for the first time, as well as our former members, should be interested in services offered by your credit union which, on October 2, will complete its first full year of operation.

- ✓ Regular savings plan**
- ✓ Insurance on investment**
- ✓ Annual dividends on shares**
- ✓ Low cost loan service**
- ✓ An endowment loan which also
provides life insurance**

Write today to the above address for an application card

Tough Assignment

DONALD W. ROBINSON

A FIFTH grade student came home and announced with visible concern that his assignment was to prepare a research report on Oriental religions. He had no background of Oriental religions, had no knowledge of research methods, and had received no instructions on how to plan or execute the assignment.

An eighth grade girl was equally perturbed by her assignment to prepare a lengthy bibliography on any subject of her choice. Teacher had explained what a bibliography is, but had offered no specific clues as to how one goes about assembling it.

A senior, being a senior, was outwardly blasé but inwardly panicked by her assignment to read and summarize 50 short stories in the next four weeks.

It is obvious that some teachers still make assignments without explaining carefully how the job is to be done. Some

youngsters learn quickly from their own trial-and-error methods how to use reference materials and how to prepare reports. More do not, and these are the ones who flounder and become non-achievers largely because they were never taught how to do the things they were told to do.

A question might also be raised about the mere magnitude of these assignments. Some teachers, in a frantic effort to prove that they maintain tough standards, are actually inviting slipshod work by requiring such masses of work that students can complete them, if they complete them at all, only in the most superficial manner. Many harried parents, as confused by the mountainous assignments as their children are, admit that they hate to see the children studying past midnight, but are reluctant to tell them not to finish their work.

Some teachers allow this to happen because they lack confidence in their own judgment and in their own professional competence. They allow themselves to be panicked by the generalized criticism of the Bestors and the Rickovers and their local prototypes, and are pressured into ill-advised and poorly planned toughening-up measures.

A third aspect of the tough assignments is more baffling and perhaps more serious. It is the possibility that today's

There's no sense in being tough for the sake of being tough. Mountains of busywork alone will never produce a scholar! So says the author who is from San Francisco, California. His article is reprinted with permission from the January, 1960 issue of *The Clearing House*.

DEPARTMENT OF EDUCATION



Official Bulletin

No. 204

School Broadcasts Branch

Teachers wishing extra copies of the booklet "Young Canada Listens" should write immediately to the School Broadcasts Branch, Department of Education,

Edmonton. "Young Canada Listens" contains information about all National School Broadcasts presented every Friday over the CBC network.

teachers are doing exactly what they accused the uninformed teachers of our grandparents' day of doing. We seem to be ignoring our knowledge of psychology and treating children like small adults.

At its worst this finds expression in demanding excessive amounts of work, establishing no standards for quality of work, and placing too much responsibility on the child too early. Expecting elementary and high school students to perform independent research with too little guidance or direction is exceptionally frustrating, especially to a youngster who does not receive support and assistance at home. Expecting him to set a challenging standard for himself, especially if the publicized standard of the most brilliant is beyond his reach, is unrealistic. Through high school most students really need the emotional support afforded by knowing what is expected of them. Just "do your best" is not always enough.

The unreasonableness of expecting all students to learn the same things at the same speed and with the same degree of understanding should lead to active concern for individual differences. This means flexibility of standards and, where possible, individualized standards. Where

it leads to abandonment of standards or to the adoption of a democratic but undemanding "set your own standard", it has defeated its purpose and destroyed the educational benefit.

It is necessary to insist that the warning sounded here is not against giving the student some freedom in the selection of study topics or encouraging his initiative in solving work problems. The warning is against expecting him to perform tasks he is not mature enough to perform. It is against the danger of becoming pressured by public demands into substituting more work for better instruction. Acceleration has merit for some students, especially if carefully planned and accompanied by adequate instruction. Mere doubling of work loads accomplishes little.

For all our learnings about individual needs, the temptation remains strong for some high school teachers to direct the assignments for all students into the specialized channels of academic research, and too often without adequate instructions. With care and caution we can do a better job than we are doing of improving performance without compromising our convictions with regard to individual learning needs.

Send coupon below for these **FREE**
Life Insurance Teaching Aids
 —you will find them most helpful

Here is information that will be of life-long value to your pupils! Each of these teaching aids is prepared in interesting, easy-to-follow form. Their usefulness both to teacher and pupils has been demonstrated in many Canadian schools. Check the following list:

BOOKLETS

Life Insurance—A Canadian Handbook (1959 Revision)—Available in both English and French. An 80-page illustrated booklet. Outlines the fundamentals of life insurance. Answers numerous questions which are frequently asked by teachers, students and the public generally. One copy **free** to any teacher.

The Story of Life Insurance—A 20-page illustrated booklet telling the history of and important facts about life insurance, in simple terms. Available for useful distribution in quantity, **free**.

Problems in Life Insurance—A teacher-student workbook unit of value in Business Practice and Mathematics classes. One complete unit **free** to a teacher; student portion available **free** in quantity.

Invitation to Youth—Careers in life insurance are discussed in this 34-page booklet. Whether it's selling or special Head Office services, here is a picture of life insurance as a lifetime occupation. Available in **class sets free**.

A Miss and Her Money—Informal and readable 20-page illustrated booklet for teenage girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, **free**.

Money in Your Pocket—For teenage boys—a bright entertaining 20-page illustrated booklet dealing with simple fundamentals of money management and life insurance. Available for useful distribution in quantity, **free**.

The Family Money Manager—An 8-page brochure prepared originally to assist families in solving money management problems. May be helpful in Home Economics classes. Available for useful distribution, **free**.

FILM STRIPS

Careers in Canadian Life Insurance Underwriting—Black and white. A 50-frame film strip on the career of the life underwriter, for use in guidance classes. One print and one teaching manual **free** to each school.

The Life Insurance Story—Part I—Black and white. Available in both English and French. Reveals interesting facts, similar to those in "The Story of Life Insurance" booklet, through the highly effective film-strip medium. One 36-frame print and one teaching manual **free** to each school.

The Life Insurance Story—Part II—Black and white. Available in both English and French. This film strip deals with the various classes of life insurance, the calculation of premium rates, types of policies and their uses, etcetera. One 42-frame print and one teaching manual **free** to each school.

The Life Insurance Story—Part III—Black and white. Available in both English and French. Deals with the different kinds of life insurance companies, their operations and the foreign business of Canadian companies. One 31-frame print and one teaching manual **free** to each school.

You and Your Food—Color. Available in both English and French. Valuable instruction on what to eat to be healthy. Deals with proper foods, nutrition and energy. One 28-frame print and one teaching manual **free** to each school.

To obtain any of these **FREE** teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below. (Please print.)

Name of teacher ordering

Grades and Subjects taught

Name of Principal Name of School

Address of School Enrolment of School

Send your order to:

Educational Division,

The Canadian Life Insurance Officers Association

302 Bay Street, Toronto, Ontario

OUR LIBRARY

The ATA Library is presently being revised and brought up to date. Several old and outdated books have been discarded and over 100 new books have been purchased. Within the next two or three months, we expect to have a new library catalogue ready for distribution. The rules and regulations for lending books are also being revised. You will be informed of all changes through this column and through the library catalogue.

Book Reviews

Politics in Education

MacKinnon, Frank; University of Toronto Press, Toronto, pp. 187, \$4.75.

Dr. MacKinnon, principal of Prince of Wales College in Charlottetown and one-time school principal, has written a vigorous and provocative analysis of our present school structure in Canada and proposes a bold plan for correcting its many deficiencies.

He makes two major points in his book. First, he claims that education in Canada is fettered by the hierarchy of authority and red tape resulting from direct governmental control and that this control and the lack of freedom for teachers which results has caused most of the weaknesses in our present school structure.

Dr. MacKinnon's second point is in way of solution to the problems he raises in the first part of his book. He strongly advocates taking politics out of education. Each provincial school system should be coordinated and regulated by a council of education appointed jointly by the legislature and the teachers' association. This council would be directly responsible to the legislature and not to a minister of education. The council would be mainly a coordinating body and would exercise a minimum of regu-

lation and control over the schools. More responsibility would be given to individual schools for establishing their own program and more professional freedom would be given to teachers. Teachers' associations would come into their own and would be given greater responsibilities for certification, ethics, and competence of their members.

The book's major weakness is in the manner in which it is written. It is not a study, as claimed by the publishers, but rather a bombastic argument for a certain point of view, without much thought being given to documentation. Dr. MacKinnon seems to get beyond his depth in his analysis of the curriculum in today's schools. This, however, is a fault found in the statements of most educational critics.

Although many of the points of view expressed by Dr. MacKinnon will be unpalatable to some educators, his book contains so many refreshing and challenging ideas that it should be required reading for all those interested in the improvement of our educational structure.

Lyrics and Longer Poems

Humble, H.; The Macmillan Co. of Canada Ltd., Toronto, (four volumes) \$1.25 per volume.

This four-volume selection of poems was gathered by H. Humble, head of the department of English, Trinity College School, Port Hope, Ontario. Mr. Humble believes that a comparative study of poetry will provide deeper insight into individual and social behavior than will conventional methods of studying poetry, and provide the same intellectual stimulus as other curriculum subjects.

Approximately 60 to 70 percent of the selections are written by twentieth century poets, 60 percent of whom are British, 25 percent, American, and 15 percent, Canadian.

This four-year course in comparative poetry will probably be most stimulating and challenging to students at the junior and senior high school levels.

Numbers Tell Their Story

LaZerte, M. E., Dey, Jean, and Svidal, Rose; Clarke, Irwin & Company Limited, Toronto, Pupil's Book and Teacher's Manual, Grade I and Grade II, 95¢ and \$2.50, respectively.

Teachers who have heard Dr. LaZerte speak on primary numbers or who have watched Jean Dey or Rose Svidal conduct demonstration lessons using the LaZerte number methods, will welcome the Grade I and II workbooks *Numbers Tell Their Story*. The teacher's manual is excellent and explains clearly how, by this method, analysis, computation and interpretation are given equal emphasis even in primary grades. The many attractive and useful types of manipulative teaching materials that can so easily be made are described and their uses are explained. Those who are unfamiliar with this effective system of number teaching will be fascinated with the results that can be obtained by its use.

—M.M.E.

New acquisitions for the ATA Library

Human Relations in School Administration

Griffiths, Daniel E.; Appleton-Century-Crofts, Inc., New York, pp. 485.

Administration of Physical Education in Athletics

Zeigler, E. F.; Prentice-Hall, Inc., New York, pp. 241.

Education Through Art

Read, Herbert; Faber & Faber, London, pp. 328.

Teaching High School Social Studies

Hunt, Maurice P. and Metcalfe, Lawrence E.; Harper & Brothers, New York, pp. 471.

A Language Teacher's Guide

Merces, Edmund A.; Harper & Brothers, New York, pp. 297.

* Sargent Pressed Crayons #5208

performance*

When your pupils use Sargent Pressed Crayons #5208, as well as all other Sargent School Art Materials, they are creating with the finest quality obtainable for youthful expression. Sargent Artists Colors • Pastels • Crayons • Chalks • Poster Colors • Powder Paints and Modeling Clays are and have been *without peer* in the classroom for years.



SARGENT COLORS, LTD. • 266 KING STREET WEST, TORONTO 2B, ONTARIO

Better World Understanding— A Challenge to Teachers!

IN a world of atom bombs and guided missiles, the need for greater international understanding is a foregone conclusion. But the means of achieving this specific goal are much less apparent. Obviously, it won't be accomplished through summit conferences of top men—nor instantaneously through some near-miraculous happening. Only when the idea of "One World Community" grips the hearts and minds of the great mass of people in every land and energizes all their actions, will world peace be finally realized.

Equally obvious is the fact that this type of world neighborliness—the only sure foundation for future world peace—must be a matter of growth, of education—and must begin with the child in our schools. And where better could it begin?

Within the last 20 years, in fact since close to the beginning of the Second World War, our school programs have increasingly stressed education's role as a socializing force. The new knowledge, new experiences and understanding which the schools can provide should enable the pupil to move from the circle of immediate personal concern—from his relationships and activities in his home, his school and his community—to a sphere as large as the whole wide world.

Revolutionary changes in recent years are hastening and almost enforcing this trend. Distance has been so telescoped by means of plane travel that remoteness no longer exists anywhere in this world. New and striking means of communication—radio, television, films, have

made possible such rapid exchange of ideas and have forged such swift contacts between men's minds and sympathies, the very idea of separateness is fast disappearing.

But mere recognition of these changing conditions is not enough. The role of education and also one of its stated objectives, according to the report of the Curriculum's Objective Committee of the Province of New Brunswick, is "To create an awareness of our relationship in this world community." It is in realizing this particular goal that the Junior Red Cross program can play such a significant role.

The Red Cross goal of service to all mankind, without regard to race, creed or color, can broaden youth's horizons until they encompass the whole of mankind. Junior Red Cross in the schools offers pupils in every grade and through high school actual practice in being global neighbors by providing experiences which build knowledge of and sympathy for others. Chile is twice as far as Europe but the Canadian children who made up Junior Red Cross Friendship Bags, which were sent to children in that stricken land this past spring and summer have bridged the distance. In exchanging Friendship Albums with children in other lands, and similarly,

This item is adapted from an article by Mrs. Margaret K. Zieman, a former high school history teacher, and now the editor of the magazine, Canadian Scene.

Alberta teachers, increase your income \$1000

*Pleasant, profitable, spare-time work
in educational field*

The largest organization of its kind in the world needs outstanding educators who can devote a few hours each week to serving families in Alberta.

This is an opportunity to turn your professional skill into needed money—to pay summer bills, to buy a home or a new car, or for advanced study. You would render a genuine educational service.

This is an educational program with which you are prob-

ably already familiar. Your background has prepared you admirably, but to insure your success, you will receive a free training program that will be of vast benefit in all your contacts.

We offer guaranteed income, cash bonus incentives, and other awards. You owe it to yourself to see how your entire life may be changed by answering this unusual "Help Wanted" opportunity.

*If you are interested in earning an extra
\$1000 this school year, send this coupon today.*

Mr. J. L. Gibb
11002 University Avenue
Edmonton, Alberta
Please see that I get complete information, without obligation, on spare-time earning opportunities for teachers.

Last Name		Initial	First Name	Mr. Mrs. Miss	
Residence Address			Town		Province
Phone Number			Grade or Subject Taught		
Name of School			School Address		

at the high school level in producing filmstrips with accompanying tapes (a kind of speaking album), Red Cross Juniors of all ages discover that despite differences in clothing, customs, and food, there is nonetheless a common and unifying thread of similarity among all peoples.

Still other Junior Red Cross activities serve to reinforce this feeling of human kinship on a world scale. "To serve others" is one of the prime objectives of Red Cross Juniors. During this past year, Canadian members tripled their usual effort in order to contribute \$150,000 to World Refugee Year. Those individually small contributions which totalled so much were made consciously, knowledgeably and with understanding. The appeal was not just to the pocket, but to the head and the heart. Red Cross Juniors know why they are giving and accordingly develop sympathy and an awareness of the needs of others.

Communication on many different levels is important, if eventually our young people are to feel toward mankind in general as one does towards one's family. The Junior Red Cross International Exchange of School Arts and Crafts is one method of concrete communication which cancels out language differences. At the high school level, actual personal contacts are made with the youth of other lands through such international youth conferences as the Junior Red Cross Inter-Global Study Centre, which was held in Toronto in 1959. The Centre brought together close to 200 young people from all over the world. In sharing their knowledge and experience of Junior Red Cross work in many different countries, these teenagers enlarged their understanding of the Red Cross goal of service to all mankind. At the same time, in strengthening ties of personal friendship, they gained a stronger sense of world kinship.

In Canada, the Junior Red Cross program in the schools has always had the fullest cooperation from the various provincial departments of education, the teachers federations and the home and

At the Junior Red Cross Workshop held in Banff the week of August 25, it was announced that Alberta Junior Red Cross members had contributed \$10,000 for World Refugee Year. September 25 to October 1 has been declared Junior Red Cross Week across Canada.

school association, but the individual teacher still remains the key figure, if the program is to realize its full potentialities.

The busiest teacher, concerned with a prescribed course of study, will discover that Junior Red Cross is a resource which can actually assist rather than complicate her work. And Junior Red Cross activities can help provide the type of concrete experiences and contacts which nurture understanding and at the same time stimulate knowledge.

That Junior Red Cross at both elementary and high school levels is closely linked with young people's interests at these various ages can be substantiated by the increasing membership in Junior Red Cross in Canada. Over-all membership, which last year totalled 1,374,500 Canadian school pupils, has increased by 51 percent since the war, while high school membership—an age when pupils have manifold duties as well as outside-school activities—has increased by 104 percent.

Junior Red Cross in Canadian schools is not new. It has no miracle-working formula, but its ideal of service for others is the essential starting point for those wider goals of service which encompass the whole of mankind. At the heart of these values is the individual teacher who uses Junior Red Cross as she uses every other tool—with discrimination, imagination and insight—at the same time realizing that in Junior Red Cross she has more than an educational tool. It is a challenge and an opportunity to build that better international understanding the world so much needs.

Electoral Ballots, 1960

The Executive Council of The Alberta Teachers' Association requests that, in accordance with By-laws 69, 70, 71, 72, 73, 74, 75, and 76, the following proposed amendments to the General By-laws of The Alberta Teachers' Association be submitted to the members of the local associations in general meeting. Secretaries of local associations will receive electoral ballot forms, which must be signed by the president and secretary, and must be forwarded to head office by registered mail not later than December 1, 1960.

Electoral Vote No. 1 of 1960

Present by-law

3. (1) Membership in the Association shall be determined by the provisions of *The Teaching Profession Act*, and amendments thereto. An applicant shall be and become a member of the Association upon enrolment and being issued with the usual certificate of membership signed by the executive secretary and sealed with the Association's corporate seal.

Proposed amendment

3. (1) Membership in the Association shall be determined by the provisions of *The Teaching Profession Act*, and amendments thereto. Every teacher employed by a school district, a school division, or a county pursuant to *The School Act* shall as a condition of such employment be a member of The Alberta Teachers' Association and such membership shall terminate two months following the termination of the teacher's contract.

Explanatory Note

This proposal deletes the requirement for application for and issuance of membership cards.

Electoral Vote No. 2 of 1960

Present by-law

3. (5) Upon payment of the prescribed fee an unemployed teacher may apply

for membership in the Association. Upon enrolment and the issuance of the official certificate of membership he shall be deemed to be in good standing for one year, provided that if within such year he secures employment as a teacher for a continuous period of one (1) month By-law (3) (1) will apply, and provided further that he shall not be entitled to vote in the election of the Executive Council.

Proposed amendment

3. (5) Upon payment of the prescribed fee an unemployed teacher may apply for membership in the Association. Upon enrolment he shall be deemed to be in good standing for one year, provided that if within such year he secures employment as a teacher for a continuous period of one (1) month By-law (3) (1) will apply, and provided further that he shall not be entitled to vote in the election of the Executive Council.

Explanatory note

The proposed amendment deletes the requirement for issuance of membership cards on application for membership and payment of fees by unemployed teachers.

Electoral Vote No. 3 of 1960

Present by-law

3. (6) Any student in the Faculty of Education of the University of Alberta

may become a provisional member of the Association upon the payment of such fee as may be prescribed by the Annual General Meeting; a provisional member shall have the same rights, privileges and benefits as any other member, provided however that he shall remain in good standing only until six months after the close of the training term or one month after securing employment as a teacher in a school under the jurisdiction of the Department of Education, and provided further that a provisional member shall not be entitled to vote in the election of the Executive Council.

Proposed amendment

3. (6) Any student in the Faculty of Education of the University of Alberta may become a provisional member of the Association upon the payment of such fee as may be prescribed by the Annual General Meeting; a provisional member shall have the same rights, privileges and benefits as any other member, provided however that he shall remain in good standing only until four months after the close of the training program, and provided further that a provisional member shall not be entitled to vote in the election of the Executive Council.

Explanatory note

The proposed amendment shortens the time during which students in the Faculty of Education are considered members of the Association to four months after training programs end. A student beginning to teach in September would automatically become a member, thus this change gives no room for complaint regarding deduction of fees in September as might the present by-law.

Electoral Vote No. 4 of 1960

Present by-law

5. (1) The fees for membership in the Association shall be those recommended by the Executive Council and prescribed from time to time by a two-thirds majority vote of the Annual General Meeting. The payment of fees shall be a condition precedent to membership

unless such fees are paid in accordance with Section 11 of *The Teaching Profession Act*, and amendments thereto. Notwithstanding anything contained in these By-laws, the annual fees payable by members will be such as shall provide sufficient revenue for the current year to meet all operating expenses and fixed charges including allocations to trust funds established from time to time.

Proposed amendment

5. (1) The fees for membership in the Association shall be those recommended by the Executive Council and prescribed from time to time by a two-thirds majority vote of the Annual General Meeting. The payment of fees shall be a condition precedent to membership unless such fees are paid in accordance with Section 12 of *The Teaching Profession Act*, and amendments thereto. Notwithstanding anything contained in these By-laws, the annual fees payable by members will be such as shall provide sufficient revenue for the current year to meet all operating expenses and fixed charges including allocations to trust funds established from time to time.

Explanatory note

Some sections of *The Teaching Profession Act* were reworded in the last revision. The present Section 12 is the old Section 11. This proposed amendment keeps our by-laws in order.

Electoral Vote No. 5 of 1960

Present by-law

6. Notwithstanding anything otherwise in these By-laws contained, the Executive Council may in the event of legal strike or lockout, involving members of the Association, levy upon and collect from all members not thereby affected an assessment not exceeding \$1.00 per week per member for the duration of the strike or lockout, and for as long after the strike or lockout is settled as deemed necessary by the Executive Council. The moneys so collected shall be deemed to be additional membership fees and shall

be added to the fund for reserve and emergency herein otherwise established.

Proposed amendment

6. Notwithstanding anything in these By-laws otherwise contained, in any case in which, in the opinion of the Executive Council, an emergency exists, the Executive Council may levy upon and collect from all members an additional assessment not exceeding \$5.00 per week per member. During the continuance of the emergency and for so long thereafter as the Executive Council deems advisable, the assessment determined upon may continue to be levied and collected. Moneys so collected shall be deemed to be additional membership dues and shall be added to the special emergency fund to be disbursed from time to time in such manner and to such persons as the Executive Council in its uncontrolled discretion may determine.

Explanatory note

The proposed amendment provides for collection of additional fees in case of an emergency. It also increases the size of the levy over the amount in the present by-law. All amounts collected under this by-law would be placed in the special emergency fund. Distribution of the fund remains at the discretion of the Executive Council.

Electoral Vote No. 6 of 1960

Present by-law

38. (1) One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election.

(2) For purposes only of the election immediately following the passage of this By-law, one-half of the districts of the Association shall elect a representative to hold office for a period of two years as aforesaid, and one-half of the districts shall elect a representative for a period of one year. The Executive Council shall by lot determine which

districts shall elect one-year representatives and which districts shall elect two-year representatives.

Proposed amendment

38. (1) The president and vice-president shall be elected annually for a term beginning the first day of July of each year.

(2) One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the first day of July following their election.

(3) Notwithstanding Section 38 (2) the terms of those elected members of the Executive Council, other than officers, elected at Easter, 1960 shall continue until the thirtieth day of June, 1962 and those elected members elected at Easter, 1961 shall continue until the thirtieth day of June, 1963.

Explanatory note

The proposed Section 38 (1) stipulates that the president and vice-president are elected annually. This does not appear to be clear in the present by-law. Section 38 (2) makes the term of office coincide with the school year. Such a term will make it possible for more satisfactory arrangements to be made with school boards regarding leave of absence to attend meetings. It will also make it easier to obtain substitutes for presidents who are required to be absent from teaching duties on many occasions. Section 38 (3) is necessary to continue the present two-year terms of district representatives as under the old Section 38 (2).

Electoral Vote No. 7 of 1960

Present by-law

45. An alphabetical list of the names of members of the Association, in good standing as at November 30 in every year, shall be published in the month of February next following and a notice shall be inserted in two consecutive issues of *The ATA Magazine* informing the members of how such a list shall be published. Should the name of a member

be improperly omitted from the list it shall be such member's responsibility to notify the executive secretary promptly, who shall thereupon place the member's name on the list.

Proposed amendment

45. (1) All members of The Alberta Teachers' Association in good standing as at November 30 each school year, shall be entitled to vote in the next following Executive Council election.

(2) The executive secretary shall mail in January of each year to each member entitled to vote pursuant to Section 45 (1) a card evincing proof of the member's good standing in the Association as of November 30 of that school year. The executive secretary shall also cause to be inserted in two consecutive issues of *The ATA Magazine* a notice informing members of the issuance of such cards.

(3) A member not in receipt of a card

referred to in Section 45 (2) but believing himself entitled thereto may upon proof satisfactory to the executive secretary obtain the same.

Explanatory note

The present requirement of publishing a voters' list is very expensive and time-consuming. Our record system does not lend itself readily to production of a list of names of members. Membership cards can be produced and mailed to members at about one-third the cost of a printed voters' list.

Electoral Vote No. 8 of 1960

Present by-law

59. The result of the voting shall be announced by the president at the last session of the Annual General Meeting and the newly elected members of the Executive Council shall be installed and assume office forthwith.

Proposed amendment

59. The results of the voting shall be announced by the president at the last session of the Annual General Meeting and the newly elected members of the Executive Council shall assume office on the first day of July next following.

Explanatory note

The proposed amendment changes the term of office from one beginning after the Annual General Meeting to one that coincides with the school year.

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THE ATA NEWS BEAT

Monographs on Problems in Education

The Association has launched a new series of monographs designed to inform teachers on certain problem areas of education. The first, by Assistant Professor D. H. Crawford, is *Modern Mathematics and the High School*. Forty-two pages in length, it starts with a foreword by Professor Max Wyman of the Department of Mathematics, University of Alberta. The contents include five chapters: The Evolution of Mathematical Thought; Sets, Relations, and Functions; The Concept of Proof; Logical Systems; and How Much Modern Mathematics? Each chapter concludes with a bibliography. Teachers of secondary school mathematics will find this monograph constitutes a readable introduction to the new thinking in mathematics.

Number two in the series by Associate Professor S. A. Lindstedt is *Mathematical Meanings in Elementary Arithmetic*. This monograph, by chance, also contains 42 pages. It has six chapters: Some Psychological Considerations; Teaching and Learning the Hindu-Arabic Number System; Addition and Subtraction and Related Problem Solving; Multiplication and Related Problem Solving; Division and Related Problem Solving; and a Summary. A set of references is appended at the end of the monograph. A foreword by A. B. Evenson, associate director of curriculum, commends the theme "mathematical meanings". Teachers of elementary school mathematics will find this monograph of value.

Any teacher may obtain a copy of either or both monographs without charge by writing to Barnett House.

Teacher housing survey

In January, 1959, when the Association met with the Minister of Education and his officials, representations about the teacher shortage were made. It was pointed out that most peripheral areas of the province offered either no teacher housing or unacceptable accommodation. However, it was admitted that no one knew the facts and that a study should be made. As a result, a survey jointly sponsored by the Alberta School Trustees' Association, The Alberta Teachers' Association, and the Department of Education was launched in the spring of 1959. Data on the factual aspects of teacherages were collected from school secretaries, and on the qualitative aspects from school principals.

This summer, our research assistant, Miss Kathleen Kennedy (a student in the Faculty of Education), has been analyzing the data collected. The results will soon be published for the benefit of all interested parties.

Some major findings to date are as follows. There are 1,070 teacherages in the province of which 84.5 percent are occupied. In rural areas there is one teacherage for every five teachers. The worst, which might be called shacks, lack electricity, central heating, running water, and are less than 650 square feet in area. There are 59 of these. On the other hand, there are 133 teacherages which have electricity, central heating, running water, at least two bedrooms, kitchen and living room, and are 650 square feet or over. The rest lie between these two extremes.

Teacher reaction to cost of teacher housing supplied by school boards is that 28 percent are well satisfied, 55 per-

cent are satisfied, and 17 percent are not satisfied. With respect to quality, 24 percent are well satisfied, 41 percent are satisfied, and 35 percent are not satisfied.

For the future, about one teacher in every five will require teacherage accommodation. By 1965 some 1,520 teacherages will be needed. When it is considered that 334 of the present teacherages are adequate or can readily be made so, the number of new teacherages required by 1965 is 1,186. If it costs \$10,000 for a new teacherage, then over a million dollars of this kind of construction should be completed by 1965.

A few comments from the principals are worthy of note.

"Perhaps they are worth \$10 a month but I doubt it. They would not add to a teacher's prestige, that is sure. Most teacherages in this vicinity are spoken of as 'so and so's shack'."

"The only adequate solution in this area is for the school division to enter the field as landlord on a wider basis."

"The need for accommodation is pronounced in this rural area. Improvement in the situation would necessitate a planned building program to be made effective immediately—not in the long drawn-out fashion which is so often followed."

A secretary of a typical school division notes: "Although it would appear that we have a surplus of teachers' housing accommodation, such is not the case. Those buildings which are not occupied by a teacher at the moment are inadequate or it just happens that having a woman from the area teaching or a husband and wife combination cuts down the need in some locations temporarily." Another adds this comment: "While there is adequate accommodation in some areas, the majority of the buildings are in poor condition."

The A.T.A. Handbook

A bright red cover is used on the 1960 revision of *The A.T.A. Handbook*. A good deal of Mr. Eyres' time during the summer months has been spent in the

detailed revision of the handbook. Since it is used by all students in the Faculty of Education for part of their administration course careful consultations were held with representatives of the Faculty of Education. We appreciate the assistance of Professor H. C. Melsness in this matter.

Some new sections which are added include a flow chart showing the organization of the Association. The section, "Teaching a Profession", has been lengthened to deal with collective bargaining and compulsory membership. Added also are the revisions and consolidation of the pension by-laws and the new supplementary pensions act. To complete the legal chain, teachers will note the addition of a section from *The British North America Act* and *The Alberta Act* which, along with *The School Act*, *The County Act*, *The Department of Education Act*, and the departmental regulations, control education in Alberta. Up-to-date excerpts from *The Alberta Labour Act* are included. The sections on teacher education in Alberta and teacher certification have been revised. The section on Association services is almost entirely rewritten and is, at the moment, up to date. It includes a flow chart showing the structure of ATA negotiation procedure at the local level. A new section, "Professional Responsibility in Policy Formation", has been added. Superintendents of schools and secretaries of local associations will soon be receiving their copies of the handbook. Any teacher who wishes a copy may purchase the same at cost by writing to Barnett House.

Teaching Profession Appeal Board

This summer was a historic occasion for our Discipline Committee. For the first time since its inception an appeal was made from the Discipline Committee to the Teaching Profession Appeal Board. The circumstances were also of a nature which made the verdict of the appeal doubly important.

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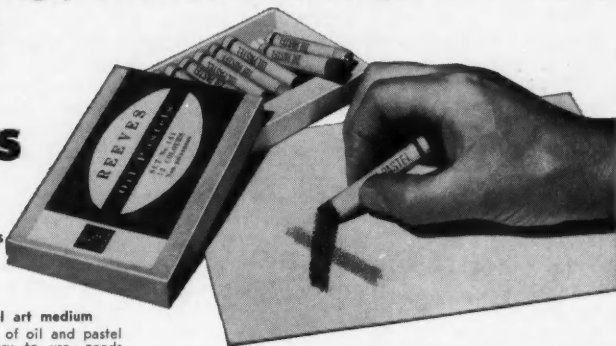


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A teacher had been twice acquitted of criminal charges in the courts, based on what the layman would call technicalities. On the same incidents, the Association charged the teacher with unprofessional conduct. The Discipline Committee found him guilty and recommended that he be expelled from membership in the Association and that his certificate be cancelled. The Executive Council concurred in these recommendations. The teacher involved appealed and for the first time in history the Teaching Profession Appeal Board was appointed.

A judge was selected to be chairman of this board, which reviewed the evidence on which the Discipline Committee had made its decision. The board upheld the Discipline Committee. One important result of this decision was that the board indicated that, on the basis of the facts of the situation, the Discipline Committee was justified in its findings. A second much more important fact was that the board in its action set a precedent which would indicate that the Discipline Committee was competent to act in such matters, even in the difficult situation where two criminal charges based on the same incidents had been dismissed.

This is indeed for our Discipline Committee a most heartening result. It strengthens the hand of the Association in its dealing with the conduct of members.

Joint meeting with trustees

On July 29 a regular joint meeting of the teachers and trustees was held. Representing your Association were A. D. G. Yates, J. A. McDonald, R. F. Staples, Dr. Clarke, and Mr. McFetridge, and representing the trustees were E. Parr, Mrs. C. B. Andrews, T. C. Weidenhamer, and P. C. Johnson.

The first matter discussed was liability insurance and both parties agreed with a minor revision to a proposed wording for the master insurance policy. A second matter considered was school grants. A proposed foundation program

which included instructional costs, maintenance costs and transportation costs was presented. Your Association took the position that there should be annual revision of the basic figures and that instructional costs should include both teachers' salaries and other related costs. Neither the trustees nor the teachers was committed to the proposal but both agreed that it was worthy of further exploration. Dr. Clarke was instructed to secure better data along the suggested lines and send this to Mr. Weidenhamer.

Another item considered was the standard salary form. Both sides were prepared to discuss this but it was deemed expedient that first representatives of the two organizations would get together and produce some concrete proposals. It was suggested that Mr. Wilks and Mr. McFetridge might do this.

A report on the teacher housing survey was given by Miss Kennedy. Some discussion about the number of copies of the report indicated that the trustees would like a minimum of 150. It was agreed that the committee consisting of Dr. J. W. Chalmers, T. C. Weidenhamer and Dr. Clarke should continue and edit the rough draft of the report.

The perennial problem of the date of resignation was again brought forward. The trustees' association would like earlier dates of resignation. They point out that when teachers wait until July 15 to resign it presents considerable difficulties to the board. However, it was agreed that nobody knows how many teachers do wait until this time and, in fact, what is the extent of the problem presented. It was strongly suggested that a study of this matter be made for the period January 1, 1961 to July 16, 1961. If it turns out that data are not available from the Department of Education then a survey would be required.

The final point of discussion was salary based on the calendar year. The trustees' association felt that this would be of assistance to trustees in budgeting. The major difficulty is that teachers

would be certain of their salaries only until December 31. It was noted that in the past there had been certain units in the province with collective agreements based on the calendar year and that these had tended to disappear. Mr. Parr, however, felt that this was because only a few units had adopted the practice. The problem experienced by trustees in being required to budget for a calendar year was appreciated.

Leadership Course for School Principals

Each summer since 1956, four of the major organizations interested in education have cooperated in sponsoring this course. From the beginning, our organization supplied a consultant on group dynamics. Until this year the consultant was John Amend, superintendent of schools, Seattle, Washington, but the Executive Council decided to appoint our own Ernie Ingram for the 1960 course. This was not caused by dissatisfaction with Mr. Amend's services but rather because it was felt that Mr. Ingram could do the job equally well.

At the same time the relationship of principals to the Association and to their fellow teachers was coming into question in certain quarters. The Association therefore requested that this matter receive attention on the program. One session was devoted to "Professionalism in the Principalship". This session was shared by Dr. T. C. Byrne who spoke on professional preparation and by Dr. S. C. T. Clarke who spoke on professional relationships. The latter's speech is reprinted in this issue.

The Leadership Course for School Principals has been, during its operation, an effective device for improving the principalship. Those who have attended speak glowingly of the stimulation it provided. The Association has been pleased, over the years, to have been one of the sponsoring organizations. It may be that, in future, the principals' council can play a part in conducting this worthwhile course.

Collective bargaining

During June there was a flurry of activity with respect to collective bargaining. The pattern this year was that many units had not made much progress up to the end of June. It appeared that in certain areas the trustee zones were operating to proceed slowly. As a result, by the end of June, there were about 50 agreements completed.

During July and August little activity can take place in collective bargaining since the teachers are not available to consult. At time of writing, the Leduc dispute was still unsettled with the school board having rejected the conciliation commissioner's recommendation and a unanimous award of the conciliation board. As a result, the teachers voted on June 19 to withhold their services as of September 1. The Edmonton dispute was in the hands of a conciliation board which at the time of writing has not met.

It is expected that as soon as school opens there will be considerable activity in the collective bargaining field.

Brief to the government

At the 1960 Annual General Meeting some 13 resolutions were passed dealing with recommendations of the Cameron Commission report. These resolutions covered the substance of 28 of the recommendations of the Cameron Commission. It was decided to request that the Minister of Education and his senior advisers receive officials of the Association in a special presentation of these matters. The Minister kindly consented to our request and on August 5 the presentation was made. Vice-President J. A. McDonald, chaired the Association's delegation which included R. F. Staples, Miss E. W. Duff, Dr. Clarke and Mr. Ingram. President Yates was at this time on his way to the Canadian Teachers' Federation Conference at Winnipeg and T. F. Rieger, another member of the committee, was away on holidays. The Minister of Education had with him

Deputy Minister W. H. Swift, Chief Superintendent of Schools T. C. Byrne, Director of Curriculum M. L. Watts, and Associate Director of Curriculum A. B. Evenson.

The substance of the AGM resolutions was presented in a 29-page brief which was subdivided into constituent parts as follows: Teacher Education; Curriculum; Accreditation; Research; Standards, Statistics and Examinations; and Central Registry for Teachers. For each of these sections one or two major points was made. With respect to teacher education, the Association urged the Minister to continue raising the entrance requirements so that in 1961 the entrance to the Junior E program would be matriculation.

A second major point was to emphasize our view of inservice education and to indicate that as an Association we felt that most of our professional development activities, which were rapidly expanding, constituted inservice education. Mentioned in this connection were specialist councils, our monograph series, and teachers' conventions. With respect to curriculum, most of the brief attempted to delineate the Association's views of the respective roles and functions of various groups in the province which are concerned with curriculum. The Association urged that it be represented on any committee to consider accreditation and indicated that it has selected its own committee on accreditation and is giving this matter intensive study.

In research, the Association urged on the government the view that two-tenths of one percent of the total expenditure on education in the province should be devoted to research. It was suggested that the allocation by the Department of Education to the Alberta Advisory Committee on Educational Research should amount to \$10,000 per year and be increased by \$10,000 per year until the target of two-tenths of one percent of total expenditure was reached. With respect to standards, statistics and examinations, the Association urged that the Department of Education

extend its present facilities in this matter.

During the discussion on the central registry for teachers it was discovered that different persons held widely different concepts about the function of such a registry and it was decided that further discussion should be held on this matter.

Association delegates considered that they had been courteously received and their representations fairly considered. Most pleasing of all was the interchange of ideas and the discussion which developed.

Grievances

During June and July a number of teachers reported they had been treated unjustly. Staff officers dealt with four cases of dismissal during the probationary year, three cases of termination of designation, eight transfer cases, one summary dismissal, three terminations of contract, and six miscellaneous grievances.

During the spring term of 1960, four disputes within school staffs were referred to the Association, two by the staff and two by the principals. It should be noted in these instances both sides belong to the Association. Typically, the teachers involved charge that the principal is unfair, incompetent, or both, while typically, the principal charges that a teacher or teachers are uncooperative and are trying to undermine him. Beyond the investigation and conciliation stage, it is not appropriate for staff officers to adjudicate these matters. This year an experiment was made in using some of the highly respected and experienced former members of the executive as a professional relations investigating committee. This committee met to consider a dispute within a school staff, heard both sides, and recommended action. The procedure appeared to be very satisfactory except that perhaps the resulting action was not soon enough. Further consideration of procedure in such cases will undoubtedly be made.

Barnett House

Executive Council at its meeting of May 13 and 14 appointed a Barnett House Committee to deal with the details of the new Barnett House. The committee consists of President A. D. G. Yates, as chairman, J. A. McDonald, R. F. Staples, L. Jean Scott, Dr. Clarke, and Mr. McFetridge. Its first task was to choose a firm of architects. Criteria were drawn up and in the final process of choice four firms of architects were interviewed. As a result K. C. Stanley and Company was selected. During the summer months the Barnett House Committee has met four times with Mr. Hugh Seaton, representative of this firm. As a result of these meetings, sketch plans of the building have been prepared. These were presented to Executive Council at a special meeting held during the Banff Conference and approval was given to the Barnett House Committee to proceed with detailed plans.

The building as at present conceived consists of a board room and an auditorium which would seat 250. This part of the total building is connected to the office part by a service corridor and entrance. The office part would have a full basement and two storeys. The building has been planned to permit of adequate parking, ease of delivery and pickup, and future expansion. The architects have presented an interesting and dignified plan for the new Barnett House.

Next to knowing when to seize an an opportunity, the most important thing in life is to know when to forego an advantage.

Benjamin Disraeli

Many ideas grow better when transplanted into another mind than in the one where they sprung up.

Oliver Wendell Holmes

Real generosity toward the future consists in giving all to what is present.

Albert Camus

Let's Have Sanity in Sums

(Continued from Page 14)

all away. Take for instance sharing £1 equally among six people. First I take 3s. away six times, leaving two shillings.

You can't take anything away six times from two shillings unless you change them to three penny bits—then you have two three penny bits left. From these you can take one penny away six times. At the end each person will have received 3s. and 3d. and 1d., that is 3s. 4d. Similarly 20s. 1d. would give six people 3s. 4d. each and leave 1d. over. (Hard lines having to give 6 people 3s. 4d. each and have only a penny left for one's self isn't it?)

I have made up my own "division" table (without signs and without "goes intos")

- 2 apples can be taken from 0 apples—no times;
- 2 apples can be taken from 1 apple—no times;
- 2 apples can be taken from 2 apples—once;
- 2 apples can be taken from 3 apples—once leaving one apple;
- 2 apples can be taken from 4 apples—twice;
- 2 apples can be taken from 5 apples—twice leaving one apple;
- 2 apples can be taken from 6 apples—three times

because three twos added make six. And so on.

You will now—if you have read this far—wonder what my plea is about. It is simply this. Don't use signs when words will do. Use "add" and "take away" and leave signs until a later day. I've had a peep into my next sum book and believe me it is a shocker. Nothing but signs +, -, × and ÷ and lots of numbers. No pictures and very few real sums. Not a bit like my new reading book. Never mind. I won't be bothering much about sums then—all my friends tell me they're really not interesting any more, just numbers. Thank goodness I'll still have reading.

Professionalism in the Principalship

(Continued from Page 10)

should be required to use these standard procedures, on pain of loss of salary, promotion, or job. According to this concept top management is the school board, and principals are an arm of this management. This concept is definitely pre-Elton Mayo.

The second concept is an educational one. It holds that the chief aim of administration of schools is excellence of performance, and the chief task of the administrator, the coordination of the

activities of professional equals. The methods are being developed by the human relations and group dynamics researchers. Education is conceived as a task like lighting a fire, as opposed to filling jugs.

Each concept leads to certain expected patterns of behavior. These have been examined. The acceptance or rejection of the expected patterns of behavior will be determined by the acceptance or rejection of the "picture in the mind" sketched above.



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OUR READERS WRITE

◆ *Does The Alberta Teachers' Association operate a group automobile insurance plan?*

No. Two or three years ago a reputable firm offered to write automobile insurance for members of the Association at preferred rates. The Association suggests that interested members contact the agents of this firm for quotation on premium rates. We have been informed that since this arrangement was made other companies in the business have begun to quote on a more competitive basis.

◆ *What is the reason for the Leduc strike?*

The teachers voted to accept the unanimous award of the conciliation board and the school trustees rejected it. The issue is cumulative sick leave. In the present contract, all of the unused portion accumulates from September 1, 1952 to a maximum of 200 days. During the conciliation board hearings the trustee and teacher representatives agreed, subject to confirmation by the school board and the Leduc teachers, that the rate of accumulation be reduced to one-half of the unused portion effective September 1, 1959 but that the maximum remain 200 days. The teachers accepted this cut but the school board, in spite of the commitment of its representatives, rejected the suggestion. The conciliation board later handed down the above proposal as a unanimous award. Again the teachers accepted and again the board rejected. In subsequent meetings the board proposed that the rate of accumulation be reduced as per the award but that the maximum accumulation be 150 days at full pay

and 50 at half pay. The teachers rejected this proposal and are insisting that the award be the settlement, on the grounds that, by accepting it, they are accepting a 50 percent reduction in the rate of accumulation. They are insistent also that, because the award was unanimous—the trustees' own nominee on the conciliation board signed the award—the school board cannot successfully argue that the trustees' point of view was not properly reflected in the decision.

◆ *My principal says that all teachers must attend staff meetings. Is this a legal requirement?*

Yes, if the meeting is called by the principal. See Section 368(1)(s) of The School Act.

◆ *Who is the chairman of the ATA Pension Committee?*

H. C. McCall, Stony Plain, Alberta.

◆ *Have you ever thought of using Alberta subjects as covers for The ATA Magazine?*

We have thought about them and have used them, and look at the cover on this issue.

◆ *Where can I get a copy of the brief which the Association presented to the government on the Cameron Commission recommendations?*

Only a limited supply is available. We propose to publish the brief in the October or November issue of the magazine.

◆ *Where were you last week?*

No comment.

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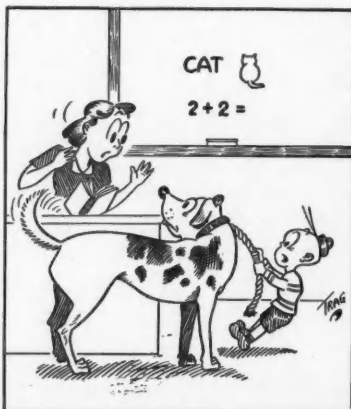
(Continued from Page 12)

into a citizen capable of making decisions affecting the welfare of all.

When we consider these facts we come to understand that, as teachers, we must be constantly aware of what we do, so that we do not align ourselves with forces that unwittingly tend to destroy rather than to promote these democratic ideals. Instead of our present preoccupation with separating, classifying, and categorizing human beings, we need to examine what we believe about children growing up in our society. We need to study the relationship between what we do and the consequent behavior we desire in children.

There are no magic formulas. The teaching-learning process is today what it has always been—a human relationship. Today, as always, the young and eager look to those they consider older and wiser. In the end, it's the teacher who makes the difference.

SAY YOU SAW IT IN THE ATA MAGAZINE!



"Honestly, he followed me . . . Can he stay in school? . . . Can he, please?"

The ATA Magazine

THE SECRETARY REPORTS

Specialist Councils

Many teachers, particularly those who teach at the secondary level, have special interests in a subject field or in some other specialized aspect of education. Such teachers need to have some organization which enables them to come together to discuss these special interests. Specialist councils, authorized by the 1960 Annual General Meeting, meet this need. The purpose of a specialist council is to improve practice by increasing members' knowledge and understanding of the specialty.

Awaiting approval for the next meeting of Executive Council are applications for six specialist councils: English, social studies, mathematics, science, modern languages, and a principal's council. It should be emphasized that each organization to be launched, if approved, is provincial. It will receive financial support of \$100 a year from the Association. It will also be supplied with one guest speaker a year. The Association undertakes to publish and distribute to members materials which the council prepares.

On a provincial basis, any council may therefore organize an annual conference. Since it must take place when members are free to attend, the possible times are Easter, the summer holidays, or Christmas holidays. It has been suggested that a most logical time is the two days after Annual General Meeting. In addition, some councils may organize and conduct a more intensive and longer summer seminar.

Each council may and should foster regional councils. These could operate as local study groups which conduct action research projects and local institutes and seminars in the specialty. Such local groups could operate throughout the year, holding meetings after school, in the evening, or on Saturdays.

If the Executive Council approves a specialist council it will appoint an organizing committee. This committee will be responsible for launching the council. It is expected that a staff officer of the Association will serve as secretary to each committee. The committee must organize and convene the first conference. At this conference, the charter members present will adopt the model constitution. Some of the chief items of the model constitution are as follows.

■ Membership — (a) Any member of The Alberta Teachers' Association or non-member covered by the Teachers' Retirement

Fund, (b) any certificated teacher in a private school, and (c) any member of the University of Alberta or the Department of Education, who has a special interest in the field of this council, shall be eligible for membership. Within these limits, the council may establish additional criteria for membership.

- **Liaison** — Any representations which this council wishes to make to any organization, government department, or other agency shall be conducted through the Executive Council or other regular channels of The Alberta Teachers' Association.

- **Regional councils** — The executive committee of this council shall encourage and shall have authority to grant recognition to regional councils, to establish the boundary of regions, and to establish regulations governing the organization of regional councils not inconsistent with this constitution.

- **Reporting activities** — This council shall submit annually a written report of its activities to The Alberta Teachers' Association. This report shall be submitted prior to December 31 of each year.

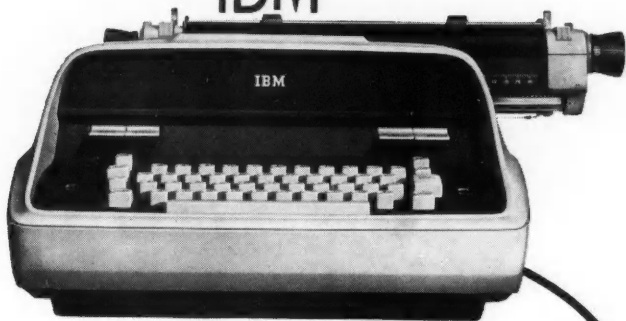
Teachers wishing to become charter members of a particular specialist council should send in their names to Barnett House. While every effort will be made to notify all teachers of plans through the magazine and other media, those whose names are on the mailing list will receive direct information.

Our neighboring provinces already have specialist councils, although they do not use this name. This year the Canadian Teachers' Federation held a national conference (on the new mathematics) and is planning others. Thus, for the first time, it may be possible for Canadian teachers interested in a specialty to attend a national conference without having to leave the country.

The first objective of The Alberta Teachers' Association, as stated in *The Teaching Profession Act*, is to advance and promote the cause of education in the province. The second is to raise the status of teachers. One vehicle for attaining these objectives is the specialist council, which undertakes to improve practice in the specialty by increasing members' knowledge and understanding of the specialty.

Stanley Clarke

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